

TEAM 5 Together

Teacher's Book with Digital Resources



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Pearson

Scope and sequence

Unit	Vocabulary	Grammar	Literacy
5 The WOW! Team	Physical appearance Personality adjectives		
1 Free-time fun	Sports Hobbies	Present simple vs Present continuous State verbs	Literature: a picture story Reading and writing: interviews
2 Technology	Devices Using technology	<i>could/couldn't</i> <i>had to/didn't have to</i> Comparative adverbs	Literature: a poem Reading and writing: reviews
3 Places	Places and buildings Parts of buildings	Relative pronouns Past continuous	Literature: a mystery story Reading and writing: short stories

Lara's Learning Club Language booster 1

4 Happy homes	Chores Food and drink	Present perfect with <i>already, just</i> and <i>yet</i> <i>look, smell, taste, sound, feel</i> + adj <i>look, smell, taste, sound, feel like</i> + n	Literature: a playscript Reading and writing: recipes
5 Favourite fashions	Describing clothes Clothes and accessories	<i>too</i> and <i>not... enough</i> Present passive	Literature: a fairy tale Reading and writing: information texts
6 Adventures	Outdoor equipment Injuries and accidents	Indefinite pronouns: <i>some-/any-/no-</i> Modals of obligation	Literature: an adventure story Reading and writing: quizzes

Lara's Learning Club Language booster 2

7 Entertainment	Jobs in entertainment Places of entertainment	Present perfect with <i>since</i> and <i>for</i> Present continuous for future arrangements	Literature: a diary Reading and writing: adverts
8 Awesome animals	Animal body parts Verbs	Modals of deduction First conditional	Literature: a folk tale Reading and writing: fact files
9 Travel	Holiday equipment Transport verbs	<i>going to</i> vs <i>will</i> for future Present simple for timetables	Literature: a science fiction story Reading and writing: itineraries

Lara's Learning Club Language booster 3

Culture	English in action	Pronunciation	Get ready for...
Sports and hobbies around the world Project: a mini-book about popular free-time activities	Making and responding to suggestions Why don't you sing in the school choir?	Weak and strong forms of <i>can</i>	A2 Flyers Reading and Writing Part 4 A2 Key for Schools Speaking Part 2
Technology in Africa Project: a spider diagram poster about technology and learning	Asking for help Can you show me how to turn it on?	The weak forms of <i>to</i>	A2 Key for Schools Listening Part 1 A2 Flyers Listening Part 4 Reading and Writing Part 1
Ancient cities Project: a tourist brochure about an ancient city	Giving directions in a building It's on the ground floor.	Weak and strong forms of <i>was/were</i>	A2 Key for Schools Reading and Writing Part 4 Speaking Part 1 A2 Flyers Speaking Part 4

Think like a scientist! How can we classify sports?

Traditional food Project: a menu for an international food festival	Offering to help What do you want me to do now?	Rising and falling intonation in questions	A2 Key for Schools Listening Part 3 A2 Flyers Reading and Writing Part 3
Traditional clothes Project: a collage of traditional clothes from around the world	Shopping for clothes Can I try it on?	Stress in words ending in <i>-able</i>	A2 Key for Schools Listening Part 4 A2 Flyers Reading and Writing Part 5
Scouting around the world Project: a list of interesting activities for a Scout group	Asking about injuries and illnesses Are you feeling better now?	Weak forms of auxiliary verbs in questions	A2 Key for Schools Reading and Writing Part 2 A2 Flyers Speaking Part 3

Think like a scientist! How can we compare materials?

Performers around the world Project: a poster for a performance	Buying tickets Can I have two tickets, please?	Words ending in <i>-er</i> and <i>-or</i>	A2 Flyers Listening Part 3 Reading and Writing Part 2
Dangerous animals Project: a world map of national animals	Saying what you like and don't like I can't stand it! I don't mind them.	Stressed syllables in words	A2 Key for Schools Reading and Writing Part 3 Speaking Part 1 A2 Flyers Speaking Part 4
Famous railways Project: a railway map	Saying how you feel about the future I can't wait to see you again.	Stress pattern in questions	A2 Key for Schools Listening Part 5 Reading and Writing Part 1

Think like a scientist! How can we classify types of energy in diagrams?

Introduction

About Team Together

Learn Together! Succeed Together! *Team Together!*

Team Together is a fast-paced, 7-level primary English course that develops language alongside future-ready skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Team Together* sets out a clear path for progress and prepares children for success in external examinations including PTE Young Learners and Cambridge English Qualifications.

Team Together takes students from level Pre A1 to B1 of the Common European Framework of Reference for Languages (CEFR).

For students

Throughout their Primary education students are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. *Team Together* follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

Team Together has been designed to create an enjoyable and engaging environment for effective learning. A full-colour Pupil's Book and Activity Book are complemented with a wide range of multimedia and digital tools, such as videos, animations and digital content online, which are certain to captivate students' attention.

For teachers

Team Together has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts and an ample supply of videos will help keep students engaged and motivated. Seamlessly integrated external exams preparation and a complete assessment package will help your students get results and prepare for future exams.

Team Together has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will help you find all the necessary information such as answer keys and audioscripts, but it will also give you ideas on how to extend Pupil's Book activities and adapt them to your students' level.


Course features


Vocabulary

In Level 5, each unit starts with an eye-catching visual presentation of the target vocabulary, which has a form of an online magazine and which gets students' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context
- to revise previously learnt vocabulary
- to offer speaking practice for both everyday communication purposes as well as external exams preparation

It is followed by engaging step-by-step vocabulary presentation. As well as being close to students' interests, vocabulary sets reflect external exams topic areas.

The *Think!*  feature at the start of the unit allows for quick revision of the lexical items that students are very likely to know from previous learning, which is a great confidence-booster.

The *Communicate*  activities effectively help students use English in meaningful contexts from the very beginning.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice.

Work with words feature in every lesson 4 focuses on word formation and extends the content from the Pupil's Book.

Words in context section in every lesson 8 focuses on new vocabulary to support the learning of the new content from the Pupil's Book.

Content from the main lessons is complemented by *Extra practice sections* and *Vocabulary reference* at the end of the Activity Book.

Grammar

Grammar structures are taught in a clear, step-by-step approach in every unit. The new structures presentation is contextualised through the Team Talk dialogues and Book Club texts. Grammar boxes on the Pupil's Book page contain clear, student-friendly examples of the target structures and provide a reference point for students as they learn and practise.

Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Grammar reference* section at the end of the Activity Book.

Team Talk

Team Together level 5 features a group of Primary children who run an online magazine called the World of Wonder! or WOW! Magazine.

Arlo, Lara, Bobby and Ting interact with the students, asking questions that encourage them to reflect on their learning and their knowledge of the world.


Skills

All four skills are practised throughout Level 5 of *Team Together*, with a dedicated listening section in lesson 3 and a literacy section in lessons 8 and 9 of each unit.

Special focus has been placed on reading and writing. The Book Club section focuses on different literature genres and allows students to become familiar with the characteristics of each genre.

In the literacy spread, students are acquainted with different types of everyday texts, such as reviews, recipes or adverts.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate*  activity where students can put the newly acquired contents into practice and personalise them
- Lesson 4 contains an information gap activity which provides a fun and motivating way to get students to speak in a less controlled manner
- Lesson 7, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing students to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say in a variety of situations, such as asking the way or calling the emergency services.

Culture

Learning a foreign language includes exposure to vocabulary and grammar, but it isn't complete without information about the culture of countries where that language is spoken.

The *Culture* sections in *Team Together* are designed in such a way as to bring that information closer to students in a friendly manner. Focusing mostly on the UK and USA in levels 1 and 2, the scope of English-speaking countries is then slowly expanded with each level, following students' learning in other subjects.


Learning Club: Language Booster and CLIL

After every three units of the Pupil's Book, there is a Learning Club section. This consists of a Language Booster lesson and a CLIL lesson.

The Language Booster lesson consolidates and extends language and topics taught in the three preceding units. The Language Booster has been written so that it can be done as a single lesson, or two lessons – one per page. In the Pupil's Book, the exercises are numbered continuously from the first page to the second, but in the Teacher's Book, the teacher's notes have been written to treat each page as a separate lesson to offer more support and flexibility for teachers. If you have time to cover both pages in a single lesson, you can omit the warmer activities on the second page of notes and then continue with the procedural notes for the exercises on the second page.

The three CLIL sections in *Team Together 5* help students learn key concepts of English and Social and Natural Science in a more integrated manner.

External exams preparation

Team Together provides a lot of opportunities to get students acquainted with the format of external exams. Cambridge English Qualifications exam type tasks, marked with the  symbol, are seamlessly integrated in the core material, providing practice in an unthreatening manner.

The *Get ready for...* section at the end of each unit both in the Pupil's Book and Activity Book focuses specifically on exam practice.

Team Together fully prepares learners for Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers. As well as exam task-type practice, all vocabulary and structures are covered in the series.

Further vocabulary practice is offered in the *Team Together* Vocabulary Booster books.

The series also exposes pupils to exam task types in the A2 Key for Schools and B1 Preliminary for Schools.

The assessment package also includes an exam-style test for those students who are preparing for the external exams. In addition, students can prepare for PTE Young Learners tests using the two books, *Top Tips and Practice for PTE Young Learners Firstwords & Springboard* and *Top Tips and Practice for PTE Young Learners Quickmarch & Breakthrough*.

See page 7 for more information.

21st century skills

One of the features of *Team Together* is the focus on 21st century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Students need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication, and collaboration. Many of the activities in *Team Together* serve both purposes – as students put new knowledge into practice, they also work on the development of their 21st century skills. These activities are easily identifiable with the following icons:

- | | | | |
|---|-------------------|---|---------------|
|  | Critical thinking |  | Communication |
|  | Problem-solving |  | Collaboration |
|  | Creativity | | |

Other 21st century skills covered in *Team Together* include:

Social and cultural awareness: Lesson 5 of each unit enables students to learn about other countries and through a project reflect on how their own country is similar or different.

Curiosity and Initiative: In the project work, students are encouraged to find information, make decisions and present their opinions.

Assessment for learning: see page 11 for more information.

Literacy, Numeracy, Scientific Literacy: These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills.

ICT Literacy: In the project work, students are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

Support for mixed-ability classes

Team Together supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

The photocopiable resources package includes extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their students. In addition, there are photocopiable worksheets to accompany the Reading and Listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability students in the classroom and make the core material in the Pupil's Book more suitable to individual students.

Course components

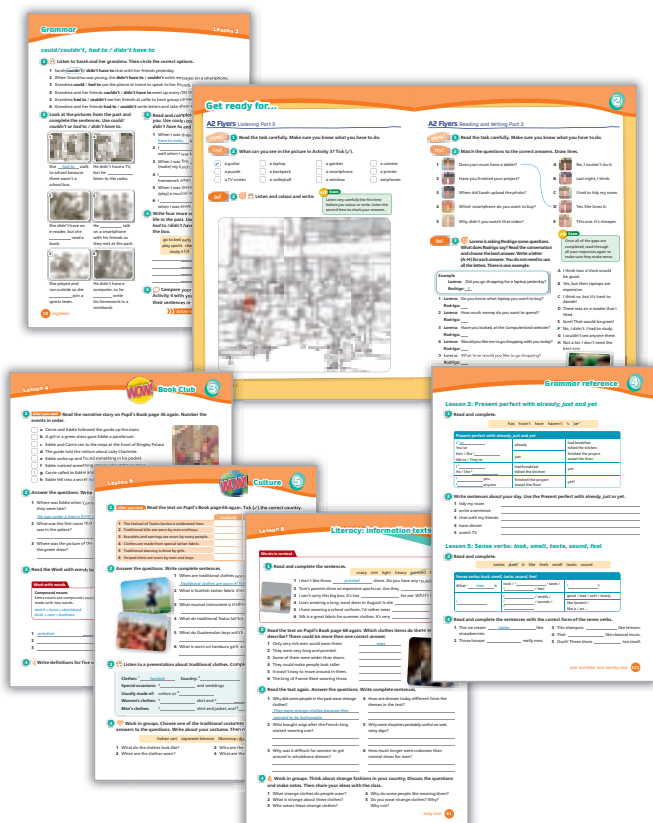
Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Starter*), nine main units and three Learning Club sections.



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. Every unit also contains a *Get ready for...* section for further external exams practice.



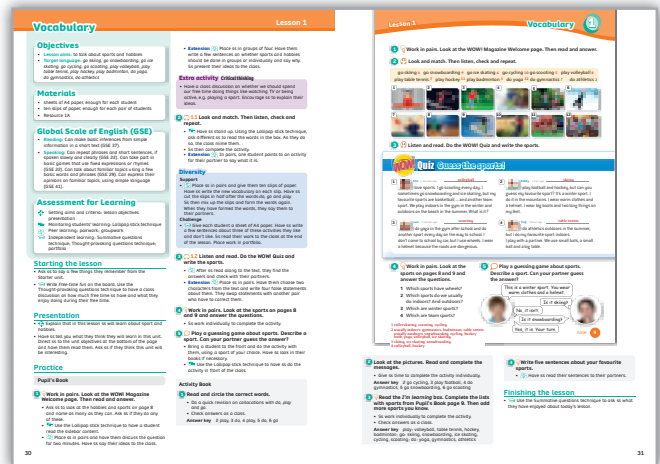
Teacher's Book

The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Finishing the lesson

Additional ideas for Extension and 21st century skills activities as well as suggestions on how to support or challenge mixed-ability students are an excellent tool for busy teachers who may lack time for planning.

The Introduction includes recommended procedures for effective use of games and posters and also contains tips on working with mixed-ability groups.



Class Audio

The Class Audio MP3s have all the recordings for the Pupil's Book and Activity Book. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found online.

Tests

Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress students are making by using a test. There are nine Unit tests, three End-of-term tests and one End-of-year test. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers for more flexibility with mixed-ability classes.

There is also one Placement test and one preparation test for *A2 Flyers* and *A2 Key for Schools* exams.

The worksheets and audio are available in the teacher's resource area online.

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action, phonics, stories and songs. There are also communication games and worksheets to be used with the culture videos. They are all available online.

Presentation tool

The presentation tool offers teachers an interactive version of the Pupil's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or traditional page view. The planning area gives a useful overview with both teacher's notes and activity previews. The presentation tool is also available offline.

Online practice and pupil resources

Pupils can do games and extra practice online, with a digital 'gradebook' for teachers to monitor progress. There is also a Pupil's Book eBook and more.

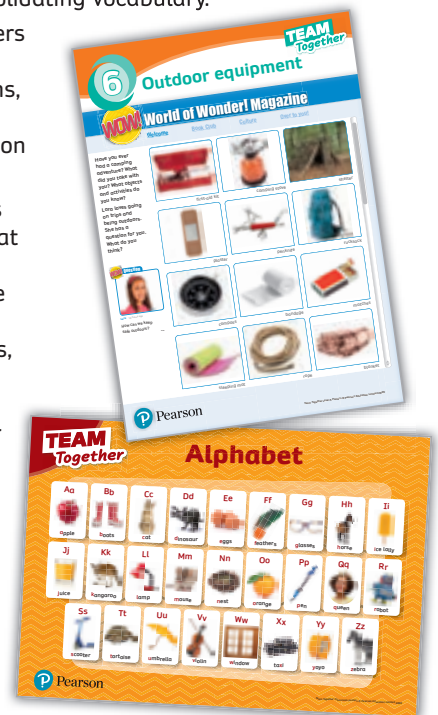
Posters

The Posters designed for *Team Together* are a great visual aid for presenting or consolidating vocabulary.

The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice.

The Classroom posters contain five posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.

The 'How to work with posters' section on page 18 details a variety of suggestions of how the posters can be used.

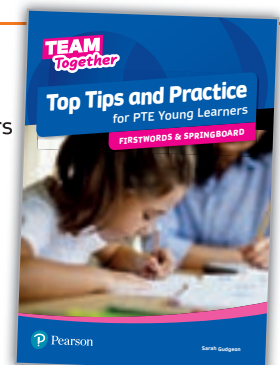


Vocabulary Booster

The three Vocabulary Booster books can be used alongside the main *Team Together* components. Key vocabulary from Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers is presented and practised in a fun and engaging way in each book. These books can be used in general English classes and also to support those pupils wishing to go on and take these external exams. Teaching tips, answer keys and audio can be found online.

Top Tips and Practice for PTE Young Learners

To accompany *Team Together*, these two practice books offer strategies, guidance and practice papers for the PTE Young Learners tests, grouped together into tests for younger and older learners.



Lesson 1

Think! exercise to activate students' previous knowledge

Photographic vocabulary presentation

4 Happy homes

WOW! World of Wonder! Magazine

Welcome Book Club Culture Over to you!

Do you sometimes help at home? Look at the photos here. How many jobs at home do you know?

Bobby loves doing the gardening, but he hates tidying up. He has a question for you. What do you think?

Question

How can we make our homes happy places?

In this unit I will...

- learn some words for jobs at home and things in the kitchen
- use the Present perfect tense with already, just and yet
- use sense verbs (look, smell, taste, sound, feel)
- read a playscript
- find out about traditional food around the world
- work in a group to make a poster about traditional food
- learn how to offer to help
- read and write recipes

48 forty-eight

Lesson 1 Vocabulary

- Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.
- Look and match. Then listen, check and repeat.

tidy up	clear the table	vacuum the carpet	dust the furniture	sweep the floor
do the washing up	empty the bin	put away the clothes	load the dishwasher	take the dog for a walk
cook the dinner	water the plants	take the dog for a walk		
- Listen and read. Which jobs does Bobby do? Which ones does he like? Which does he hate?

WOW! Blog

Bobby @homepage

Hi guys! Who empties the bin in your home? I'm doing a survey to find out what jobs children do at home. My mum thinks other children help more often, but I'm not so sure. My dad empties the bins, but my mum vacuums the carpets and cleans the bathroom. My sister sometimes dusts the furniture and we both have to tidy our rooms. I'm very untidy so I hate tidying my room. At dinner time we have to clear the table and load the dishwasher or do the washing-up. I cooked the dinner last Friday, but I did it so badly that nobody asked me to do it again! We help put away the clothes, too. I like matching socks, but why is there always one extra sock?

My favourite jobs are outdoors. I water the garden plants in the summer and I take the dog for a walk after school nearly every day.

What about you? How do you help at home? Send me a message!

- Work in pairs. Look at the jobs at home on pages 48 and 49 and answer the questions.
 - Which jobs do people do in the kitchen?
 - Which jobs do people do outdoors?
 - Which jobs do you sometimes do at home?
- Which jobs do you like? Which do you hate? Write the jobs in order from the best to the worst. Compare your list with your partner.

I like cooking dinner.	
I hate tidying my room.	

49 forty-nine

Big questions to activate critical thinking

A clear list of unit objectives

Communicate activity for personalisation and speaking practice

Lesson 2-3

Grammar contextualised through dialogues

Focus on everyday expressions

Listening skills practice

WOW! Team Talk

Lesson 2 Lesson 3 Grammar 4

Ting: What a mess! Hurry up! We have to tidy up! Lara will be here soon.

Bobby: Well, we've already made the cake.

Ting: Yes! And I've just cleared the table.

Arlo: Cool! But look at the mess over here!

Bobby: I've loaded the dishwasher, but I haven't done the washing-up yet.

Ting: And we haven't swept the floor yet.

Arlo: Hang on, Ting! I've just done that!

Ting: Oh sorry! Maybe we should vacuum it.

Bobby: What about the bins? Has anyone emptied the bins yet?

Ting: No, but we can do that later. I've just had a text. It says... OMMW. That means 'on my way'!

Arlo: So she's coming now? Quick! Hide!

Bobby/Ting/Arlo: Surprise! Happy birthday!

Lara: Oh dear! Erm... my birthday is next week!

Bobby/Ting/Arlo: Oh no!

Arlo: Well, you can help us tidy up!

50 fifty

- Listen and read. Why are they tidying up? What's the surprise?
- Work in pairs. Read the dialogue again and answer the questions.
 - Why have they made a cake?
 - Who loaded the dishwasher?
 - Has anybody swept the floor yet?
 - What are they going to do later?
 - What does 'OMMW' mean?
 - When's Lara's birthday?
- Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.

Surprise! Hang on! What a mess!		
1 Can you load the dishwasher?	2 (.) It's OK. We're going to tidy up.	3 (.) This present is for you!
(.) I did it last time. It's your turn.		Oh, thank you!
- Imagine you're planning a surprise party. What jobs do you have to do? Talk to your partner and write a list.

We have to make a cake.	Then we have to do the washing-up.
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51 fifty-one

5 Listen and match the people to the jobs.

1 Mum	a make a cake
2 Dad	b vacuum the carpet
3 Ella	c lay the table
4 George	d do the washing-up
5 Grandma	e empty the bins
	f load the dishwasher
	g water the plants
	h clear the table

6 Listen again and answer the questions.

- Whose party is it?
- What has George already done?
- Why isn't Dad there?
- How does Grandma get there?
- What is Dad going to do?

7 Which jobs do you have to do most days? Which have you already done? Which haven't you done yet? Write them in two lists. Compare your lists with your partner. Who has done more jobs today?

Have you made your bed yet?	No, I haven't.
Have you done your homework yet?	Yes, I have. I've just finished.

8 Look back at the dialogue in Lesson 2. What have they done? What haven't they done?

tidy up	make the cake	clear the table
load the dishwasher	do the washing up	sweep the floor
vacuum the floor	vacuum the floor	empty the bins

9 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Present perfect with already, just and yet	
I've already swept the floor.	They've just eaten lunch.
He's already loaded the dishwasher.	She hasn't watered the plants.
Have you already emptied the bins?	Has anyone done the washing-up yet?

We sometimes use the Present perfect with already, just and yet. We use **already** / **just** / **yet** when we have done something a short time ago. We use **already** / **just** / **yet** when we have done something earlier than someone expected. We use **already** / **just** / **yet** in negative sentences and questions to talk or ask about something we haven't done, but we're going to do soon.

10 Read the dialogue in Lesson 2 again. Underline examples of already, just and yet.

11 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

Have they made the cake yet?	Yes, they've already made the cake.
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Students work with grammar rules box for better understanding

Communicate activity for personalisation and speaking practice

Lesson 4-5

A section to work with literature and different text genres

Photographic vocabulary presentation

Students work with grammar rules box for better understanding

Book club Lesson 4 Lesson 5 **Vocabulary and Grammar** 4

Cast:
 Anansi: the monkey
 Kiki: the spider
 Henry: the cat
 Ronny: the rabbit
 Lulu: the mouse
 Friends of Anansi:
 Lulu: the frog
 Kiki: the fox
 Henry: the badger and
 Anansi: the hedgehog

Scene 1: Anansi was walking past Ronny's house when he smelled something.
Anansi: Mmm... that smells good!
Ronny: Hi, Anansi. Have you had lunch yet?
Anansi: No. What are you cooking?
Ronny: I haven't finished yet, but you can help. Here's a knife.
Anansi: Oh, that's OK. Just put my web and it'll come back when it's ready.

Scene 2: Anansi was walking past Kiki's house.
Kiki: Hi, Anansi. I've just been shopping. Come for lunch? I've already baked a cake.
Anansi: Mmm... it smells like chocolate cake!
Kiki: What a mess! I have to sweep the floor. It doesn't look clean.
Anansi: Oh! It'll come back. Pull my web later.

Scene 3: Anansi was walking past Henry's house.
Henry: Anansi! Come for lunch! I've already chopped the vegetables. You can help me boil them...
Anansi: It'll come back later. Just pull my web.

Scene 4: Anansi met his friend, Lulu.
Lulu: Hi, Anansi. Come in! I've already made lunch.
Anansi: I'm sure I will taste delicious!
Lulu: I've added salt and pepper and I've just put it in the oven. Let's lay the table. We need knives, forks and spoons.
Anansi: Oh! I can come later. Just pull my web.
Narrator: Anansi met four more friends and they all invited him to eat. He had the same thing.

Scene 5: Anansi was feeling hungry when he felt something.
Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's right! And how hungry! Ouch!
Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner...

Scene 6: Anansi jumped in the river to escape from his friends.
Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner...

1 Before you read Today's Book Club text is a play script. Look and circle the words that describe a play script. Then answer.
 1 There is a list of characters / places at the beginning.
 2 Different parts of the play script are called chapters / scenes.
 3 What play scripts have you read?
2 Listen and read. Then answer the questions.
 1 How many friends did Anansi meet?
 2 Why did he want to come back later?

3 After you read Activity Book, page 45.
4 Discuss in groups.
 1 Why do you think that Anansi didn't want to help his friends?
 2 What important things can we learn from the story?
5 Work in groups. Write four more lines, between scene 4 and scene 5, where Anansi meets four more friends. Their names are in the Cast at the top.

1 Look and match. Then listen, check and repeat.
 knife fork spoon chopsticks
 salt pepper / cut bake add
 mix chop boil

2 Read the play script in Lesson 4 again. How many words from Activity 1 can you find?

3 Read the play script again. Then match.
 1 Anansi feels... a good.
 2 Ronny's lunch smells... b hungry.
 3 Kiki's cake smells... c clean.
 4 Kiki's house doesn't look... d delicious.
 5 Anansi thinks Lulu's lunch will taste... e like chocolate cake.

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar
 Sense verbs: look, smell, taste, sound, feel

What does it	look	like?
	smell	
	taste	
	sound	
It	looks	like a chocolate cake.
	smells	delicious.
	tastes	
	sounds	like a guitar.
	feels	interesting.
		like leather.
		soft.

We use adjectives / nouns after sense verbs + like.
 We use adjectives / nouns after sense verbs.

5 Listen to three customers. What kind of ice cream do they taste?

6 Think of an interesting ice cream. What's it like? Talk to your classmates.
 1 What does it look like?
 2 What does it smell like?
 3 What does it taste like?

Before you read and After you read activities for clearly staged reading practice

21st century skills practice

Further practice of listening skills

Lesson 6-7

Before you read and After you read activities for clearly staged reading practice

Project based on the principles of team work to foster collaboration, creativity and initiative

Useful phrases at a glance

Focus on functional language

Culture Lesson 6 Lesson 7 **English in action** 4

TRADITIONAL FOOD
 People all around the world have fun cooking and eating together. Different countries have different traditional dishes.

Peru: On special days, people in Peru in Peru and other South American countries use lime and other South American ingredients like chili peppers, tomatoes, and corn. They use these ingredients to make delicious dishes like ceviche and lomo saltado. Children love to eat these dishes. Children sometimes spend a whole day making them with their parents!

France: At weddings and other celebrations in France, it is traditional to eat a coquille St-Jacques. This is a tall tower made from pastries and cream, decorated with sugar and sometimes nuts or saffron. Coquille St-Jacques can be go coquilles, tall! People usually buy them from special cake shops and they taste delicious! The word coquille means 'crack in the shell'.

China: In China, the New Year starts in January or February. Many people celebrate for two weeks! They eat lots of fatty food. Families often make dumplings together for New Year's Eve. You make them with meat, it's delicious and very soft dough. You use salt the dumplings in water.

Project
 Design a menu for an international food festival.
 1 In groups, choose a country and find out about its traditional dishes.
 2 Decide who will research each dish and find out:
 • what the dish is called.
 • where people eat it.
 • what it is made with.
 • how it is made.
 3 Stick your notes on a big piece of paper and add photos or drawings to make a menu.
 4 Display the menus in the classroom.
 5 Imagine you're at the festival. Choose the dishes that you would most like to try.

Dialogue
 Hi, Mum. What are you doing?
 I'm emptying the dishwasher. After that, I'm going to cook dinner.
 Can I help you?
 Yes, of course.
 Do you want me to help, too?
 Yes, please!
 What's for dinner?
 Noodles with chicken and vegetables. Here's the recipe.
 Mmm, that looks delicious. I'll chop the vegetables.
 Thank you.
 Shall I cook the noodles?
 That would be great. I've already boiled the water.
 What do you want us to do now?
 How about laying the table? We need knives and forks and plates...
 No, we don't need knives and forks. Let's use chopsticks!

Offering to help:
 Shall I...?
 Do you want me to...?
 Can I help you?
 What do you want me to do now?

Pronunciation
 4 Listen and read. Do the questions go up or down? Then listen again and repeat.
 Can I help you with the dinner?
 What do you want me to do?
 Who's going to do the washing-up?
 Is that your favourite food?
 Shall I sweep the floor?
 Where's my favourite plate?
 Where are the knives and forks?
 Mum, can I make a cake?

More content related to the topic of the lesson available in Culture video

Work on pronunciation through tongue twisters

Model dialogue to help students learn new language in natural contexts

Lesson 8-9

Literacy sections for dedicated reading and writing skills practice

Recorded text for modelling pronunciation

Model text

Scaffolded step-by-step instruction for the writing task

Before you read and After you read activities for clearly staged reading practice

Vocabulary extension with further work in the Activity Book

Writing tip to help students deal with important grammar, lexical or composition points

Lesson 10 / Get ready for...

Review section for consolidation in the form of a comments website for the WOW! Magazine

External exams practice section

Collaborative task for engaging and motivating revision; additional self-assessment activity: Progress path, after every three units.

Monitoring progress and exam readiness with *Team Together*

Team Together can be used for all general English courses. It can also be used to prepare pupils for external exams including Cambridge English Qualifications and PTE Young Learners. *Team Together* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of student progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals whether these be general or exam related.

Team Together is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

The table below indicates the correlation between the course and various international frameworks and tests.

	GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
Starter	10–22	Pre A1			
Level 1	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Level 2	20–32	A1	Springboard	Level 2	
Level 3	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	
Level 5	33–46	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Level 6	36–50	A2+/B1			A2 Key for Schools and B1 Preliminary for Schools

The Global Scale of English



The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a student to the right course materials for their exact level and learning goals.

The badging above and on the back of your book shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to www.english.com/gse.

What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves students' English abilities to parents, monitors learning progress and ensures teaching targets the right skills. English Benchmark measures students' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include students' strengths, suggestions for improvement and recommended activities to improve their skills.

English Benchmark and *Team Together* make the perfect partners for your language and learning assessment. As your students learn with *Team Together*, you can use the English Benchmark tests to measure their progress. After students have taken their test, you will see recommendations of which lessons to teach next in order to focus on the areas that need improvement.

In order to show progress, learners should take the test at least once at the start and once at the end of the year. If possible, teachers could ask learners to take the test again half way through the year or at the end of each term to check they are on track.

Formative assessment / Assessment for learning

Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on student learning, whereas evaluation is focused on learning programmes and any or all their components (objectives, syllabus, teaching and assessment methods, materials, etc.).

In the classroom, what clearly differentiates these two terms is the use made of the information and data obtained from assessment or from evaluation. If you use it to improve the teaching and learning process you are developing formative assessment, or assessment for learning. If you use it to grade or measure the quality of the learning, you are developing summative assessment. This means that the same assessment tools can be summative or formative depending on the type of information they provide and the use that is made of it.

Formative assessment, or assessment for learning, is “the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group, 2008). This process requires alternative assessment tools likely to be shared by teachers and students which are used as an ongoing process, which are flexible and adapted to the individual needs of students and which guarantee that all the students engage in the learning process.

Here are some suggestions on how to use these types of tools to implement assessment for learning in your classroom.

Main strategies of formative assessment

The main stages of the formative assessment process are:

- 1 Setting the aims and criteria for success
- 2 Monitoring students' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

Setting aims and criteria

If you want your students to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance. At the beginning of each lesson, the teacher should tell the students what they are going to learn. This can be done by using key questions which are meant to inspire students' curiosity, interest and engagement.

Monitoring students' learning

This stage of assessment is used to achieve the following goals:

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve student achievement of intended outcomes

Tools that can be used for monitoring students' learning are:

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that students can personalise with their names at the beginning of the school year. Pick them randomly to call on students for questions thus ensuring that all students have an active role and will produce a similar amount of language, because student talking time (STT) matters!

- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Students write their answers individually and hold up the whiteboards and you get feedback from all your students at the same time!
- **Happy/sad face technique**. (also Yes/No, Stop/Go, True/ False). Use this for critical thinking development and *yes/no* answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each student – or students can make their own. After practising a skill, ask students how they feel they are doing. Alternatively, students can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers. Photocopiable cards can be found on page 284.
- **Traffic light cards**. Use them to check that students know what to do on a given task. Students show you a green/ yellow/red card, depending on their level of confidence. Photocopiable cards can be found on page 285.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer students the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

Other types of assessment tools you can use during instruction are those oriented towards helping you actively observe the different skills and competences that your students are developing while they are working in class.

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your students' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on students' work by filling in observation forms or reading written assignments to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your students from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. [Be aware that you may need parental permission to record children.]

Peer learning

Working together in pairs or groups gives students an opportunity to share knowledge and also learn from their classmates.

Tools that can be used for peer work and peer learning are:

- **Think-pair-share**. Students work on their own, then they discuss their ideas in pairs and finally they present their ideas to a group or the whole class.
- **Two stars and a wish**. Students say two positive things about the work of their partner and suggest one area for improvement.
- **Expert envoy**. This is a tool to use with mixed-ability classes. If you have students who are strong in some areas, you may choose them to be the 'experts' for their class or group and ask them to help their classmates.
- **Three facts and a fib**. Students write three true statements and one false statement about the topic of a lesson and share them with other students/pairs/groups to see if they can identify the false information. This technique can also be used in a summative evaluation at the end of a longer learning process, eg. a unit.

Checklists and video recordings can also be used as peer learning tools.

Independent learning and long-term formative assessment

Long-term formative assessment tools are used to improve the following areas of your assessment practice:

- for the students to develop critical thinking skills about their own performance
- to promote collaboration
- to improve student achievement of intended instructional outcomes

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping students become autonomous and independent learners aware of the process by which they learn as well as their learning goals.

Some of the long-term assessment tools you can use in your classes are:

- **Summative and thought-provoking questions.** At the end of a lesson or a unit students are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions: *What have I learnt? What do I need to work on? I can I'm (not) good at*
- **Portfolios.** Students are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists.** These are used to assess students' completion of a task. They are not rating scales and they only include *Yes/No* or *✓/✗* descriptors.
- **Projects.** Students present what they know through pictures and texts such as essays, research reports or long-term projects.
- **Student Travel journals/Learning diaries.** Students create their own books, in which they chart the journey of their learning.
- **Rubrics.** They can be used when evaluating student performance or work resulting from a performance task. For further details see below.

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and students are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

Using rubrics for assessment in CLIL

Rubrics can be very useful tools to help CLIL teachers fulfil the requirements of assessment practice in bilingual contexts. There are many reasons to use them, but these are the most important ones:

- firstly, because they suit the CLIL dual approach (content learning and language development);
- secondly, because they allow for performance-based assessment to provide qualitative feedback connected to the assessment criteria;
- thirdly, because they tell teachers, students and parents in advance what needs to be done to successfully perform the task;
- finally, because they give teachers and students a sense of direction and a context to share the learning goals from the beginning of the teaching and learning process.

Language should not be an invisible component in the bilingual classroom. Teachers in bilingual schools should be aware of the language proficiency of their students and systematically conduct language demands analyses of the content to provide appropriate scaffolding. Since not all students in the same class have the same language proficiency, effective assessment in CLIL should measure students' progress in the foreign language at different levels and along distinct learning paths. Rubrics are a tool that can help teachers achieve this goal of effective assessment of content, language and process in an integrated way.

Rubrics are scoring guides, which include several assessment criteria to evaluate student performance or work resulting from a performance task. In this sense, they are different from checklists because they are rating scales, which means that they not only contain a list of items to be checked but they also include a range of marks to assess how well each item has been performed. These rating scales can be holistic or analytic.

Holistic rubrics

All criteria are evaluated simultaneously at a unidimensional level because each level of the rubric (1, 2, 3) includes all the descriptors for the different criteria assessed (for content, language and delivery).

Holistic Rubric

Oral Presentations	The three descriptors are assessed at the same time.
Accomplished (Level 1): content, language and delivery	Stays on topic all the time and speaks clearly. Body language is appropriate.
Developing (Level 2): content, language and delivery	Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time.
Beginning (Level 3): content, language and delivery	It was hard to tell what the topic was. Often mumbles or cannot be understood. Body language is not appropriate most of the time.

Holistic rubrics provide an overall evaluation of quality, proficiency and understanding, thus the feedback is limited because the descriptors are not analysed in detail. This means that errors are tolerated, and no correct answer is expected. Also, the scoring process is faster.

Analytic rubrics

Each criterion is evaluated separately at a multidimensional level because each criterion of the rubric (to assess content, language and delivery) includes several descriptors at different levels of performance of the task.

Analytic rubric

Oral presentations Criteria/performance	Beginning (Level 3)	Developing (Level 2)	Accomplished (Level 1)
Content	Does not seem to understand the topic very well. It was hard to tell what the topic was.	Shows a good understanding of parts of the topic. Stays on topic some (50–89%) of the time.	Shows a full understanding of the topic. Stays on topic all (90–100%) of the time.
Language	Often mumbles or cannot be understood OR mispronounces more than five words.	Speaks clearly and distinctly most (75–94%) of the time. Mispronounces no more than five words.	Speaks clearly and distinctly all (95–100%) of the time and mispronounces no words.
Delivery	Slouches and/or does not look at people during the presentation.	Sometimes stands up straight and establishes eye contact.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.

Analytic rubrics provide detailed information from the defined performance levels. This means that a significant degree of feedback is provided. However, the scoring process is slower.

The use of each type of rubric will depend on the nature of the task and other factors such as the time available, the need for substantial feedback, the number of students, different language/competence levels in the group and the assessment goal: holistic rubrics should be used for overall scores and analytic ones when detailed feedback on each criterion is desired.

For your rubrics to be valid, reliable and fair, there must be a coherent connection between the learning goals and the task, the learning goals and the assessment criteria, and the descriptors with each assessment criterion.

Steps to make a rubric

Here are some steps to be followed when making rubrics to assess students in CLIL classrooms.

- First, begin by designing an authentic task likely to help students 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the students' level, e.g. Create a questionnaire for Earth Day.
- Next, define the criteria to assess student learning from this task. These assessment criteria will be the reference points to describe the acceptable level of performance of the task, e.g.
 - students know about the festival (their level of comprehension of the subject);
 - students are able to write questions about the festival (type of questions; tenses; number; etc.);
 - students are able to work in groups to create a questionnaire (contributions; quality of work; time management; attitude; etc.)
- Use the CEFR charts or the Global Scale of English (english.com/GSE) to measure learner progress on the language proficiency scale and get your assessment criteria for language from their available descriptors. Using these scales as a reference is useful for understanding your students' levels of proficiency more precisely, to monitor students' progress in a more accurate way and to make more informed choices in selecting materials or assessments, e.g. Speaking: Can ask someone simple questions about their life and experiences, GSE 37/A2(+); Can summarise the key information in basic diagrams, e.g. bar charts, timelines, GSE 54/B1(+).
- Then use a cognitive taxonomy to identify the cognitive domain and skill that your tasks involve, e.g. interpret the information collected from the questionnaires involves applying knowledge. Then write differentiating descriptors as you move on the scale from lower order thinking skills (LOTs) to higher order thinking skills (HOTs), e.g. the information is used to create a graph but not clearly displayed; the information is used and displayed in a graph but there are some mistakes in the interpretation of data; the information is clearly displayed and interpreted.
- Once you have defined the assessment criteria and identified possible descriptors of performance, you can:
 - make a holistic rubric, then write descriptors incorporating all criteria in each descriptor;
 - create an analytic rubric, then write descriptors for each individual criterion.
- Check that the criteria and descriptors you have included in your rubric assess students' content, process and language learning at the right level.
- Finally, adapt the format of the rubric to the age and language proficiency of your students and plan carefully the structure of the rubric. You may wish to leave space at the bottom of the rubric to write comments, add signatures, stickers, parental feedback, etc.

After having used teacher-made rubrics for some time, students may feel ready to have an active role in this process and create their own rubrics and checklists as guidelines for goal setting. Train your students to do it and they will develop a very important key competence: learning to learn.

by Magdalena Custodio Espinar

One of the key factors affecting children's ability to learn cooperation and collaboration is the type of situations they face. In other words, students will not learn how to be a reliable team player if they aren't exposed to tasks that require team work. There are many ways to organise student interaction in class and the most popular ones are collaborative and cooperative work. These two interaction systems may seem interchangeable but there are some clear differences between them:

Collaborative work

- Group goal
- Learning takes place in a group
- The final product is co-constructed
- Roles/responsibilities are flexible and agreed
- The process is important

Cooperative work

- Individual goals within the group
- Learning is an individual process
- The final product consists of individual contributions
- Roles and responsibilities are usually pre-defined
- The final product is important

When working on projects, collaborative work is the preferred system, giving students an opportunity to share ideas, verbalise opinions and interact with other classmates. Thanks to this, a real communicative context is developed in the classroom during which students must listen to each other and reach an agreement to create a common product.

To apply successful project work in the classroom you should:

- Keep a flexible project schedule and involve students in project design when possible. Promote parent involvement.
- Prepare students by having them think about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so students have ownership of them by using rubrics or checklists.
- Avoid making decisions for students. It will take time for students to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a time line with the work sessions; worksheets with instructions or steps to follow; a project goals checklist to tick; a webquest to develop critical thinking skills, etc.

- Assess the quality of projects by using professional work as a reference. Boost the quality of your students' work by showing them good examples of other students' work. Develop scaffolding to help students reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of students that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance.

When deciding on how to group your students, you should consider your rationale so as to group students according to the right criterion. Here are some ideas to arrange your class for group and project work.

Grouping for leadership. If you have passive students who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these students share groups with class leaders (those students who are more skilled or have more knowledge).

Random selection groups. If the task does not require specific students to be separate or together you can simply put the groups in alphabetical order, take their names from a bag or hat, use a pack of cards (group them based on having black or red cards, cards in a specific order, the same numbers ...) or word-family cards, synonym word cards, date of birth, etc.

Then, you can rotate some members to create new groups. Turn and talk (front row/back row) for a quick group task is also a possibility.

If you are familiar with your students' interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'. You can do this with popular bands, TV series and cartoons of their interest.

Grouping by interest. Have your students complete a survey and group them based on their responses. You can also design the task according to different interests and give students the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, students interested in history can focus on historical buildings and students interested in sports can focus on stadiums and sports facilities.

How to work with mixed-ability groups

by Magdalena Custodio Espinar

Teaching and learning EFL or CLIL involves many different processes such as recording observations, presentation of ideas, argumentation, modelling constructions and explanations, arriving at conclusions, obtaining, evaluating and communicating information ... in English! This is a very rich and complex communicative context which requires both cognitive and language skills for learning to occur.

Students' engagement in the learning process can be increased significantly by analysing in advance the linguistic and cognitive demands of every task. This analysis will allow teachers to provide students with the necessary scaffolding to encourage them to actively participate in the lesson, regardless of the language level of that student.

Language scaffolding

In EFL and CLIL, language is used for learning and communicating. This means that it is necessary to scaffold the input (the language students receive), the intake (the information they process) and the output (the language they are able to produce after this information processing) to ensure an effective interaction. This scaffolding is very important because the interaction promotes the necessary feedback to connect the input received and the output produced in a meaningful way by students. This is called interlanguage development and it is a key factor of content learning and language development.

To identify the necessary scaffolding for our students we can conduct a language demands analysis. It consists of identifying and describing in advance different types of language involved in CLIL lessons and performance-based tasks: language of learning, language for learning and language through learning (Coyle, Hood, Marsh, 2010).

Language of learning refers to the language connected with the content being learnt. Students will learn it to access new knowledge, e.g. learning about sound: high/low pitch, tone, volume, etc.

Language for learning is the language necessary to perform the communicative functions of the learning context. If students need to compare the waves of the sound in a graph, do they know the comparative and superlative form of adjectives? If not, scaffolding is required to complete this task.

Language through learning refers to language learnt due to cognitive and academic development. Each pupil will develop this type of language during the learning process in close relation to their individual cognitive development by interacting with the resources (personal, digital, etc.) and completing the tasks.

Analysing the linguistic demands of the content and the task will allow teachers to provide students with suitable scaffolding strategies likely to promote interaction and feedback in the classroom. In the previous example the teacher can provide oral scaffolding by displaying visual aids such as word cards for the language of learning and the comparative and superlative structure on a poster to help students interact (compare the waves of the sound).

In addition, a cognitive taxonomy provides a hierarchy of thinking skills organised from lower order thinking skills (LOTS, e.g. identify) to higher order thinking skills (HOTS, e.g. compare). Bloom's revised taxonomy comprises six cognitive domains involving cognitive skills such as remembering, understanding, applying, analysing, evaluating and creating. Using a taxonomy will allow teachers to adapt the degree of difficulty of the activities they plan from a cognitive point of view by identifying the cognitive domain and skill they demand. It will also help them develop a 'continuum of practice' of always going from LOTS to HOTS, thus starting at students' present cognitive level (because, for example, you cannot apply if you do not first understand and remember).

Differentiated learning

Using a taxonomy to prepare your lessons can help them be more effective and flexible and, therefore, more likely to be learnt by all the students. Here are some examples of strategies to cope with mixed-ability students in the classroom.

- **Low level students are a majority.** Since a taxonomy is a hierarchy of cognitive skills we must try to extend children's thinking skills from LOTS to HOTS by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High level students are a majority.** If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous students.** Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time. For example, list the main stages of metamorphosis (LOT); find out and describe the main stages of metamorphosis (HOT).
- **Fast finishers.** All students work first on the same set of activities, then students who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose.
- **Gifted students with a special curricular adaptation.** Prepare compulsory activities for all the children at lower levels and voluntary activities for 'those who want to go further'. This strategy will provide more students with the opportunity to do the higher order activities and will allow the teacher to include different activities for the class and for the gifted student in an easy and unforced manner. For example, prepare a set of activities from different levels about the properties of light, then offer the possibility to investigate what a shadow is, when it can be seen, why it changes length, etc. You can give students a book or website, etc. for them to find out about it.

How to work with videos

Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Students may watch the same videos many times and each time their perception of the material they watch is enhanced.

How is the video material presented?

In *Team Together* level 5 there is a culture video for every unit. These videos contain the target vocabulary and grammar of the unit, though occasionally new words are introduced with a clear presentation of their meaning.

When to use the video material?

Culture videos are to be used as an extension of the content presented in the Pupil's Books as they offer additional information about the topic covered in the lesson.

It is likely that during the first viewing students will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds and the rhythm of the spoken language.

You can also use the videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

What are the techniques of working with the video material?

- listening with the screen covered (*blind listening*)
- watching with the sound muted (*silent viewing*)

How to use the video material?

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene so that you can ask students questions about the things they see.
- Students complete the photocopiable worksheet corresponding to the recording.

Where can you find worksheets for the video material?

Worksheets for the video material are included in the photocopiable resources, which can be downloaded online.



How to work with posters

Posters can be a powerful and engaging tool for presenting or consolidating the language covered in the Pupil's Book.

In *Team Together* level 5 there are nine full colour vocabulary posters. Each poster can be used for presentation or revision of vocabulary from each unit.

The generic **Classroom posters** can be used with any level of the course.

The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.



Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind students of the material they have covered.

Predicting

In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the students a poster, give them its title. Tell students that in a moment they will see a poster with e.g. toys. Ask students to think about the vocabulary which may be presented in the poster. Encourage students to provide examples of particular words related to this thematic group. In the case of toys it will be: *a teddy, a doll, a ball, a kite*, etc. Then, stick the poster to the wall and check together how many words the students predicted correctly.

Asking questions

Point to the objects, persons, colours, etc. presented in the poster and ask questions: *What's this? What colour is it? How many (balls) can you see? Is it a (doll)?*, etc.

Finding and pointing

Ask individual children to come to the poster, find and point to appropriate objects, e.g. *Point to the (red car)*, etc. You may also divide students into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Students may replace the teacher and give the commands.

Memory game

Set a specific time limit, e.g. 30 seconds. Tell students to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask children one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g. *Is the (ball) (big)? What colour is the (kite)?* Students' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

True or false?

Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say *It's a zebra*. Students answer *No*.

Quiz

Tell students that you are thinking about a certain picture from the poster. The students' task is to guess which picture you mean. You may describe the object you have in mind for more advanced students, e.g. *It's grey. It's small. It has got a tail. What is it?* Students answer *It's a bird*.

Peeping through a keyhole

Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask students what they can see. Move the sheet on the poster so that each time children guess the name of another object.

Singing

Use a chant related to the subject of the poster and introduced in the Pupil's Book. Ask one or more students to come to the poster. Play the chant; the task of children standing by the poster is to point to the objects mentioned in the recording.

Placing words on the poster

If students can recognise written words, you may ask them to place appropriate word cards below the pictures in the poster. One by one, students come to the poster and place a card with the corresponding word in the appropriate place. Then you may ask all students to read the words aloud together.

Make your own poster

Students can create their own posters, based on a similar topic.

Greeting the class

Hello. Hi!	How are you today?
Good morning/afternoon.	Is everyone here?
Come in.	Is anyone away today?
Sit down/Stand up, please.	Where is (Juan)?
What day is it today?	

Starting the lesson

Are you ready?	Give this/these out, please.
Let's begin/start.	Have you got a (pencil)?
Listen (to me).	Open your books at page (4).
Look (at me/at the board).	Turn to page (6).
Take out your books/ notebooks/coloured pencils.	Open the window/door. Close the window/door.

Managing the class

Be quiet, please.	Put your hands up/down.
Look at me/Listen to me.	Who's next?
Come to the front of the class.	Queue/Line up! Repeat after me.
Come to the board.	Wait a minute, please.
Come here, please.	Hurry up.

Words of praise

Well done!	Much better.	Great work!
Excellent!	Good job.	Good luck!
Fantastic!	Congratulations!	Thank you.
That's nice.	That's correct!	

During the lesson - instructions

Hold up your picture.	It's break time/lunch time.
Draw/Colour/Stick/Cut out ...	Wait a minute, please. Be careful.
Write the answer on the board/in your book.	Sorry, guess/try again.
Let's sing.	Next, please.
All together now.	Again, please.

During the lesson - questions

Are you ready?	May/Can I help you?
Do you understand?	Are you finished?
What do you think?	Who's finished?
Anything else?	What can you see?

Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

Language used for playing games

It's my/your/his/her turn.	Roll the dice.
Whose turn is it?	Move your/my counter (3) spaces.
You're out.	Miss a turn.
Don't look.	Go back (2) spaces.
No cheating.	Roll again.
Turn around.	I've won!
Close your eyes.	You're the winner!
Pass the (ball, cup), etc.	
Wait outside.	

Useful phrases for the students

May/Can I go to the toilet?	I'm sorry.
I understand/I don't understand.	Can you help me? I'm ready.
Excuse me ...	I'm finished.

Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
Collect the stickers/cards/spinners/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Word card games

Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a student to pick up the first card and draw the object mentioned in the card in the box on the board. Other students guess the word. When they guess the word, the student shows the word card to the class.

Games with songs

Sing and respond

Provide a few students with one word they have to remember. (The words should come from the song you want to revise.) Play the recording and ask students to stand up and sing, and sit down when they hear their word.

Sing and stand in the correct order

Use self-made word cards with objects appearing in the song you want to revise. Ask a few students to come to the board. Give them the cards. Explain to students that their task is to listen to the lyrics carefully and to stand in the order in which the words from their cards appear. The other students sing the song.

Performances

Select a few songs for which you can prepare simple costumes or props. Teach students to show the content of the song with gestures or mimics. Invite parents, teachers or students from other classes to a mini-performance.

TPR activities

What does the picture present?

Distribute small sheets of paper among students and ask them to draw on them one object from the covered material, e.g. food. Collect the papers and stick them to students' backs without revealing to them what the pictures present. The aim of the game is to stimulate students to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g. *Is it a (banana)?* Students may walk around the classroom or play in pairs.

Alternative bingo

Ask each student to draw a picture presenting a word from a certain vocabulary group (e.g. animals). While students are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask students to stand up. Pick up one piece of paper at a time and read out the word. The students who drew the corresponding animal or object should sit down. Continue until you use all the pieces of paper.

Catch and say it!

Ask students to stand in a big circle. Say a category of vocabulary (e.g. *food*) aloud and throw a soft ball to a selected student. The student has to say a word from the category you chose. If the student doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all students sit down.

Pass the ball

Ask students to sit in a circle. Choose a category of vocabulary. Give students a small soft ball and ask them to pass it from hand to hand. Every student who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

The ball is burning

Students standing in a circle throw a ball to one another and name words from a vocabulary set. The ball shouldn't be caught when somebody says the 'forbidden' word (previously agreed), e.g. *lemonade* if the vocabulary set is food. If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

Guessing game: pictures

Ask one student to slowly draw on the board a picture presenting a new word from the current lesson. Other students try to guess what the picture presents and say the appropriate word. The student who guesses the word first draws the next picture. A set of ready-made picture charades cards can be found on page 286.

Simon says

Give students simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Simon says*, e.g. when you say *Simon says jump*, students can jump, but when you say only *Jump*, they cannot move (explain to students that Simon is a king who gives them commands). The student who makes a mistake loses one point. Vary the speed of instructions to make the game more interesting. Later you may ask students to give instructions.

Team games

Picture charades

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Students draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point. A set of ready-made picture charades cards can be found on page 286.

Answer and draw points

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the student rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

Parachute

Divide students into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters there are in the word. Students from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. When you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

Shadowing

Students follow the audio they hear with its written form at the same time as moving their mouths (lips, tongue, etc.) and sub-vocalising. In this way, they are practising moving their mouths to make the right shape at the right speed, but are not making a noise; this is the silent version. This re-uses texts to work on pronunciation, but only when overall meaning has been understood. The technique can also be used with vocalisation, where students carry out shadowing the intonation and rhythm. I was first made aware of it in the early 1990s but it is having a renaissance as a useful strategy for young learners.

Ghost Writing

Students write letters or words in the air with their whole arm.

Backs to the board

Students work in two or three teams, with one student (the player) from each standing with their back to the board, facing their team members. The teacher writes a word, phrase or drawing which players are NOT allowed to look at. The teams need to find ways to make their player say the target expression/words correctly, and can use any way of doing this, e.g. defining, explaining, miming, giving clues (it's got seven letters, it starts with the letter before B, it sounds like X, etc.). If noise levels get too high, have students whisper instead, or pass the talking stick/microphone so only one team member speaks at a time.

Mill drill

The class work in two halves, where one has a question or statement that needs a response. The activity takes place with students mingling, walking (with a slip of paper on which they have written down a prompt) around to collect answers/responses, before changing roles.

Concentric circles

Students work in two circles to carry out a role play or Q & A or short exchange. The inner circle of students (standing or sitting) turns around to face the other ss in the outer circle, who move around at the teacher's instruction. In this way they rehearse, repeat and practise the TL in a controlled way, with different partners.

Don't say it!

Students work in teams or pairs or as a whole class. The aim is to describe a word or phrase without naming it for another student or team or the class to name. The ready-made picture and word charades cards on pages 286 and 287 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 288, which also include words students have to avoid when describing the answer.

Charades

Students work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify. A set of ready-made charades cards can be found on page 287.

Picture Pair Dictation

Students describe and draw, using any picture from the book, or a drawing they have made (e.g. the furniture in their room). One describes, the other draws. They should work without being able to see the drawing or the picture (e.g. opposite or back to back). Afterwards, they compare and spot the differences. Students then change roles. Encourage communication in English with questions to check, e.g. *on the right or the left of ...?*

Starter

The WOW! Team

1  Listen and read. Circle the best description for the WOW! Magazine.

a **A magazine about the world**

b **The magazine made by kids for kids**

c **Where learning is fun**



World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Good morning, and welcome to the start of this new school year. We are the WOW! Team and we're here to tell you about our online magazine.

WOW!, or World of Wonder!, is a magazine full of funny and interesting topics just for you.

So where do we start? First we need ideas from you: ideas for topics you want to read or write about. Then we'll get started!

Yes, that's right. But how do we know what's interesting for you? Well, we ask you! And then we choose the topics for the magazine!

4 four

Objectives

- **Lesson aims:** to describe physical appearance and use personality adjectives
- **Target language:** *brave, chatty, energetic, friendly, pretty, noisy; Good morning, Welcome, Where do we start?*





Materials

- sheets of A4 paper, enough for each student



Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Listening:** Can understand the main idea of a simple news story, with visual support (GSE 37).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring students' learning: Lollipop stick technique; True/False response cards technique
-  Peer learning: Expert envoy technique; pairwork; groupwork
-  Independent learning: Three facts and a fib technique

Starting the lesson

-  Welcome ss to the first lesson. Ask ss why they think learning English is important and what kind of things they expect to learn.
- Write *What's your name? How old are you? What's your favourite hobby? Why are you learning English?* on the board.
-  Place ss in pairs and have them ask and answer the questions on the board. Ss swap pairs five times so they get to meet new ss.


Presentation

-  Explain that in this lesson ss will meet the characters in the Pupil's Book.
- Have ss look at Lesson 1 and scan through it. Ask what they think about the lesson and what they expect to learn.


Practice

Pupil's Book



1 S1 Listen and read. Circle the best description for the WOW! Magazine.

- Ask ss if they read magazines and, if so, what they are about.
- Ask ss to explain their answer.
- **Extension**  Write *Who are the new characters? What two ideas would you give the WOW! Team? What interesting topics do you think this course will have?* on the board. In pairs, ss discuss the opening lesson.



Extra activity Creativity

-  Put ss in pairs. Give each pair a sheet of A4 paper. Tell ss to make a word cloud with their favourite English words. Ss present their work to the class.

2 Look and read. Match the pictures to the WOW! Magazine ideas.


-  Use the Lollipop stick technique to elicit answers.
- **Extension**  Say a few statements about the text using the True/False response cards technique. Ss correct the false statements, e.g. *Cathy has a new computer. (True) Ruby wants to know about the future. (False – She wants to know about the past). Matt wants to know about staying healthy. (True) Kenny thinks travelling is boring. (False – He thinks it's important to learn about people from different countries and cultures.)*

3 Read the ideas again and answer the questions.


-  Ss check answers with their partners.
- **Extension**  In pairs, ss say a name for their partners to say one thing about them, e.g. Student 1: *Rafael*, Student 2: *He likes music and drama.*

Diversity



Support

-  Place ss in small groups. Employ the Expert envoy technique. Ss read the text on page 5 and note any words they don't know. Ss explain words to each other. Then ss talk about each text answering these questions: *What does this person like? What do they want to know?*

Challenge

-  Place ss in pairs. They write a paragraph about themselves for the magazine. Ss read their paragraph to the class.

4 What would you like to read or write about in the WOW! Magazine? Why? Talk to your partner.

-  Ss work in pairs.
-  Use the Lollipop stick technique to have ss share their ideas with the class.

Activity Book

1 Write the names of the WOW! Team. Then read and complete.

- Ask ss to name the children in the pictures.
- Check answers as a class.


Answer key A Ting, B Bobby, C Lara, D Arlo
1 fun; 2 four, team; 3 write, people; 4 ideas, read

2 Match the two parts of the dialogues. Which units are they about?

- Ss look through the Pupil's Book (e.g. the Scope and sequence on pages 2–3) to answer the questions.
- Check answers as a class.

Answer key 2 h, 3 b, 4 i, 5 a, 6 d, 7 e, 8 c, 9 g

3 Which three topics from Activity 2 do you think are the most interesting? Why? Write.

-  Use the Lollipop stick technique to elicit answers.



This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1 **Cathy** 3 minutes ago
I had a new computer for my birthday. I want to read about ICT and how it can help us at school. I'd also like to know how other children use ICT around the world.

2 **Ruby** 8 minutes ago
I went to a museum in the holidays and now I want to know more about what places were like in the past.

3 **Matt** 40 minutes ago
I wasn't at school today, but I heard about your magazine. I want to write about sports and learn how to stay happy and healthy.

4 **Kenny** 6 hours ago
I want to write about travel: good places to visit, what to take, and what to do there. My parents travelled a lot when they were younger. It's important to learn about people from different countries and cultures.

5 **Suzanna** 16 hours ago
My favourite subject is Natural Science. I love learning about animals: small animals like bees and birds; and big animals like tigers and elephants.

6 **Aleisha** 21 hours ago
I love clothes, but I stopped buying new clothes last year. We should think about why we have different clothes and where our clothes come from.

7 **Rafael** 1 day ago
I like music and drama. I often go to the theatre or the cinema. I'd like to know where other people go for fun in the evening or at the weekend.

8 **Mohammed** 3 days ago
Sometimes family life is difficult. I'd like some tips for a happy life at home.

9 **Grant** 2 days ago
I'd like to read adventure stories and learn what to do in an emergency. Last summer we went hiking in the mountains and we got lost.

2 Look and read. Match the pictures to the WOW! Magazine ideas. 1 g, 2 e, 3 d, 4 c, 5 f, 6 a, 7 b, 8 h, 9 i

3 Read the ideas again and answer the questions.

- 1 Who had an adventure last year? **Grant**
- 2 Which girl wants to know more about places in the past? **Ruby**
- 3 Who changed how they shop? **Aleisha**
- 4 Which boy has some problems at home? **Mohammed**
- 5 Why does Kenny think travel is important? **Because it's important to learn about people from different countries and cultures.**

4 What would you like to read or write about in the WOW! Magazine? Why? Talk to your partner.

five **5**

Finishing the lesson

- Open the Pupil's Book to Unit 1. Ask ss what they think the unit will be about and what they expect to learn in it.
- Put ss in small groups. Use the Three facts and a fib technique to discuss the lesson.

Next lesson Ask ss to bring in a small photo of themselves.



Lara



Arlo



Ting



Bobby

About Us

1



Arlo

I'm eleven years old. I have dark, curly hair. I'm energetic and I never feel tired! People say I'm a fun person because I play games and I like having a good time. I love all kinds of sports, too. It's my favourite thing in the world. I like football and running, and I'm tall, so basketball is one of my best sports. I started playing in the school team this year.

2



Lara

Hello. I'm ten and I have long, dark hair and brown eyes. My friends say I'm pretty. I think they're being kind! They also say I'm bossy. I love telling people what to do. I just want to help, that's all! I'm also brave and I'm not scared of anything. I travelled a lot when I was young and I love learning about the world. I can speak English, Spanish and I'm learning Japanese!

3



Bobby

Hi! I'm ten years old, too. I think I'm quite clever because I'm good at Maths and Science. And people say I'm handsome! Haha! What do you think? I'm medium height and I have dark hair and brown eyes. I like Natural Science and I care about animals and plants. I'm creative, too, so I designed the WOW! Magazine. I have a dog called Storm and I love walking him and looking after him.

4



Ting

Hello, everyone! I'm eleven years old. I'm short and I have straight, black hair and dark eyes. I'm chatty and friendly. I came to this school last year, but I talked a lot and made new friends quickly. I love computers and ICT, too. People say I'm noisy, but really I just like talking and singing. I love going to the cinema and visiting new places, so I always have lots to talk about!

Objectives

- **Lesson aims:** to use descriptive adjectives
- **Target language:** *medium height, pretty, handsome, fun, brave, noisy, friendly, bossy, kind, chatty, energetic, clever, creative, tall*





Materials

- large sheets of paper

Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Speaking:** Can describe someone's personality in a basic way, if guided by prompts (GSE 39).



Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring students' learning: Lollipop stick technique; Basketball technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

Starting the lesson






- Have ss say what the previous lesson was about.

Presentation

-  Explain that in this lesson ss will use adjectives to describe people.
-  Use the Lollipop stick technique to have ss come to the front and describe themselves.

Practice

Pupil's Book

- 1  **S2 Listen and read the About Us page. Write the name of the correct person on each profile.**
 - Have ss say what they remember about each character.
 -  Ss complete the activity individually and check answers with their partners.
 - **Extension**  Put ss in pairs. They say two things about the characters, one of which is incorrect. Their partners correct the false statement.
- 2 **Read the About Us page again and write the answers to the questions.**
 -  Use the Lollipop stick technique to elicit answers.
 - **Extension** Students write down all the adjectives they can find.
 -  Ss write two more questions to ask their partners.

- 3 **Use adjectives from the WOW! Team profiles to write descriptions.**
 - Say *I like making new friends and I like drawing. What am I?* Elicit *friendly* and *creative*.
 -  Ss complete the activity in pairs. Check answers as a class.
 - **Extension**  Place ss in pairs. Ss make sentences about themselves using the adjectives. Their partners respond by giving definitions, e.g. Student 1: *I'm fun and brave.* Student 2: *You like playing games and having a good time. You aren't afraid of anything.*

- 4  **What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.**
 - Ss work individually noting down the adjectives to describe themselves.
 -  In pairs, ss talk about themselves and see if they have some adjectives in common.


Diversity

Support

- Before starting the activity, write all characteristic adjectives on the board. Ss define them, e.g. *bossy – a person who likes telling people what to do; clever – smart.*

Challenge


- Ss write a few sentences about their family members using the adjectives.

- 5  **Play a guessing game in groups. Take turns to describe somebody in your class.**
 -  In groups, each student gives a description of one student from the group for the rest to guess.
 -  Use the Lollipop stick technique to have ss describe a student in the class for the rest of the class to guess.


Extra activity Fast finishers

- Ss think about their favourite actors and write a few sentences about them describing them physically and characteristically.

Activity Book

- 1 **Read and circle the correct words.**
 - Ask ss to define the words in bold.
 - Ss complete the activity and check answers as a class.
 - **Extension**  In pairs, ss write sentences with the adjectives left in each sentence.

Answer key 2 long, 3 dark, 4 straight, 5 good, 6 brown, 7 medium-height, 8 friendly

- 2 **Read the descriptions and write the adjectives.**
 - Ask a volunteer ss to read the words in the box. Make sure ss understand them.
 - Ss complete the activity individually.
 -  Use the Lollipop stick technique to check answers as a class.

Answer key 2 brave, 3 energetic, 4 pretty, 5 noisy, 6 chatty



1 Listen and read the About Us page. Write the name of the correct person on each profile. 1 Arlo, 2 Lara, 3 Bobby, 4 Ting

2 Read the About Us page again and write the answers to the questions.

- 1 Who designed the magazine? Bobby 3 Who is good at sports? Arlo
 2 Who talks a lot? Ting 4 Who travelled a lot? Lara

3 Use adjectives from the WOW! Team profiles to write descriptions.

medium height pretty handsome fun brave noisy friendly
 bossy kind chatty energetic clever creative tall

- 1 He isn't tall or short. He talks a lot. He's medium height and chatty.
 2 She likes making friends. She says nice things to people. She's friendly and kind.
 3 He's 1 metre 80 and he never feels tired. He's tall and energetic.
 4 He has a nice face. He likes playing games and having a good time. He's handsome and fun.
 5 She has a beautiful face. She isn't frightened of anything. She's pretty and brave.
 6 He shouts and sings a lot. He's very good at Science, Maths and English. He's noisy and clever.
 7 She tells people what to do. She has lots of new ideas. She's bossy and creative.
 8 She isn't frightened of anything. She's brave.

4 What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.



I'm energetic. I love sports. I'm like Arlo.

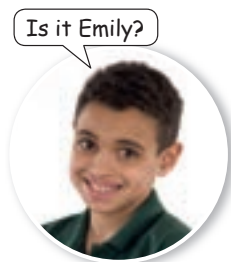


I'm clever and I'm good at Maths, like Bobby. How about you?

5 Play a guessing game in groups. Take turns to describe somebody in your class.



This person is bossy and chatty.



Is it Emily?



I know! It's Jacob!

seven 7

3 Read and complete the adjectives.

- Ss complete the activity individually.
- Use the Basketball technique to check answers as a class.

Answer key 2 handsome, 3 clever, 4 kind, 5 bossy, 6 creative

4 Complete the sentences about you and your partner. Then compare your answers.

- Ss present their work to the class.

Finishing the lesson

- Put ss in small groups. Give each group a large sheet of paper. They make a profile for each member of the class, using the *About Us* text as an example. Ss glue their photos next to the paragraphs about them.
- Make a classroom display.
- Use the Summative questions technique to have ss make sentences about their learning today.

1

Free-time fun



World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Lots of you wanted to talk about free-time activities. Take a look at the sports and hobbies here. How many do you know?

Arlo has a question for you. Can you think of some answers?



...

...

...

WOW! Question



Arlo 3 minutes ago

Why do we do sports and hobbies?



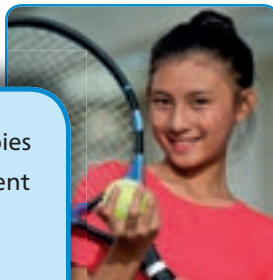
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In this unit I will ...

- learn words for sports and hobbies
- use the Present simple and Present continuous tenses
- use state verbs
- read a cartoon story
- learn about sports and hobbies in different countries
- work in a group to make a library of mini-books
- learn how to make and respond to suggestions
- read and write an interview about a sport



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8 eight

Unit objectives

Talk about sports and hobbies

Language

Vocabulary	<i>Sports go skiing, go snowboarding, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do yoga, do gymnastics, do athletics</i> <i>Hobbies do photography, do puzzles, do the gardening, sing in a choir, put on shows, go to concerts, play musical instruments, make models, make videos, collect cards, watch cartoons, write a diary</i>
Grammar	Present simple and Present continuous State verbs
Functions	<i>You could play hockey.</i> <i>Why don't you sing in the school choir?</i> <i>How about going to the video club at school?</i>
Phonics	<i>can</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)

Mathematical, science, technological competences: research a project on the internet (L. 6)

Digital competence: use Pupil's Book eBook (L. 1–7)

Social and civic competences: learn to make suggestions (L. 7)

Cultural awareness and expression: learn to be creative (L. 1, 2, 7 and 9); raise awareness of cultural similarities and differences (L. 6)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1–10); following instructions (L. 1–10); personalisation of language learnt (L. 7, 8 and 9)

Initiative and entrepreneurship: choose topic for the project (L. 6)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2 and 4); Logical thinking (L. 2 and 5); Defining and describing (L. 1–9); Finding information (L. 1–9); Planning (L. 3 and 5); Reflecting on learning (L. 1–9)
Creativity	Play a guessing game about sports (L. 2)
Communication	Talking about sports and hobbies (L. 1 and 3); Making and responding to suggestions (L. 6); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 6); Acting out (L. 7)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 18; Activity Book p. 13
- Unit 1 Extra practice: Activity Book p. 118
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, Culture, English in action
- Unit 1 Test

External exams

Pupil's Book

A2 Flyers Reading and Writing Part 4

A2 Key for Schools Speaking Part 2

Activity Book

A2 Flyers Listening Part 1

A2 Flyers Reading and Writing Part 1

Objectives

- **Lesson aims:** to talk about sports and hobbies
- **Target language:** *go skiing, go snowboarding, go ice skating, go cycling, go scooting, play volleyball, play table tennis, play hockey, play badminton, do yoga, do gymnastics, do athletics*

Materials

- sheets of A4 paper, enough for each student
- ten slips of paper, enough for each pair of students
- Resource 1A

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can take part in basic games that use fixed expressions or rhymes (GSE 22). Can talk about familiar topics using a few basic words and phrases (GSE 29). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; Thought-provoking questions technique; portfolio

Starting the lesson

- Ask ss to say a few things they remember from the Starter unit.
- Write *Free-time fun* on the board. Use the Thought-provoking questions technique to have a class discussion on how much free time ss have and what they enjoy doing during their free time.

Presentation

- Explain that in this lesson ss will learn about sport and hobbies.
- Have ss tell you what they think they will learn in this unit. Direct ss to the unit objectives at the bottom of the page and have them read them. Ask ss if they think this unit will be interesting.

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
 - Ask ss to look at the hobbies and sports on page 8 and name as many as they can. Ask ss if they do any of these.
 - Use the Lollipop stick technique to have a student read the sidebar content.
 - Place ss in pairs and have them discuss the question for two minutes. Have ss say their ideas to the class.

- **Extension** Place ss in groups of four. Have them write a few sentences on whether sports and hobbies should be done in groups or individually and say why. Ss present their ideas to the class.

Extra activity Critical thinking

- Have a class discussion on whether we should spend our free time doing things like watching TV or being active, e.g. playing a sport. Encourage ss to explain their ideas.

2 1.1 Look and match. Then listen, check and repeat.

- Have ss stand up. Using the Lollipop stick technique, ask different ss to read the words in the box. As they do so, the class mime them.
- Ss then complete the activity.
- **Extension** In pairs, one student points to an activity for their partner to say what it is.

Diversity

Support

- Place ss in pairs and give them ten slips of paper. Have ss write the new vocabulary on each slip. Have ss cut the slips in half after the words *do, go* and *play*. Ss then mix up the slips and form the words again. When they have formed the words, they say them to their partners.

Challenge

- Give each student a sheet of A4 paper. Have ss write a few sentences about three of these activities they like and don't like. Ss read their work to the class at the end of the lesson. Place work in portfolio.

3 1.2 Listen and read. Do the WOW! Quiz and write the sports.

- After ss read along to the text, they find the answers and check with their partners.
- **Extension** Place ss in pairs. Have them choose two characters from the text and write four false statements about them. They swap statements with another pair who have to correct them.

4 Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

- Ss work individually to complete the activity.

5 Play a guessing game about sports. Describe a sport. Can your partner guess the answer?

- Bring a student to the front and do the activity with them, using a sport of your choice. Have ss look in their books if necessary.
- Use the Lollipop stick technique to have ss do the activity in front of the class.

Activity Book

1 Read and circle the correct words.

- Do a quick revision on collocations with *do, play* and *go*.
- Check answers as a class.

Answer key 2 play, 3 do, 4 play, 5 do, 6 go

- 1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.
- 2 Look and match. Then listen, check and repeat.

go skiing 4 go snowboarding 9 go ice skating 6 go cycling 10 go scooting 5 play volleyball 8
play table tennis 7 play hockey 11 play badminton 3 do yoga 12 do gymnastics 1 do athletics 2



- 3 Listen and read. Do the WOW! Quiz and write the sports.

WOW! Quiz Guess the sports!

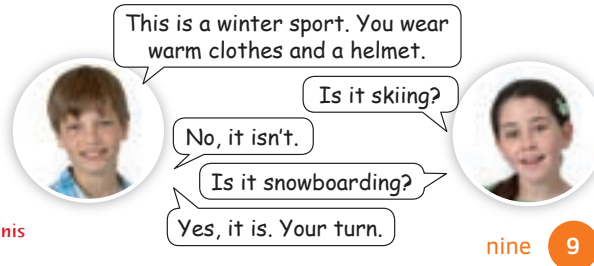
- 1 Arla 5 minutes ago volleyball
I love sports. I go scooting every day. I sometimes go snowboarding and ice skating, but my favourite sports are basketball ... and another team sport. We play indoors in the gym in the winter and outdoors on the beach in the summer. What is it?
- 2 Bobby 1 hour ago skiing
I play football and hockey, but can you guess my favourite sport? It's a winter sport. I do it in the mountains. I wear warm clothes and a helmet. I wear big boots and two long things on my feet.
- 3 Lara 7 minutes ago scooting
I do yoga in the gym after school and do another sport every day on the way to school. I don't come to school by car, but I use wheels. I wear a helmet because the roads are dangerous.
- 4 Ting 3 hours ago table tennis
I do athletics outdoors in the summer, but I do my favourite sport indoors. I play with a partner. We use small bats, a small ball and a big table.

- 4 Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

- Which sports have wheels?
- Which sports do we usually do indoors? And outdoors?
- Which are winter sports?
- Which are team sports?

1 rollerskating, scooting, cycling
2 usually indoors: gymnastics, badminton, table tennis
usually outdoors: snowboarding, cycling, hockey
both: yoga, volleyball, ice skating
3 skiing, ice skating, snowboarding
4 volleyball, hockey

- 5 Play a guessing game about sports. Describe a sport. Can your partner guess the answer?



nine 9

- 2 Look at the pictures. Read and complete the messages.

- Give ss time to complete the activity individually.

Answer key 2 go cycling, 3 play football, 4 do gymnastics, 5 go snowboarding, 6 go scooting

- 3 Read the *I'm learning* box. Complete the lists with sports from Pupil's Book page 9. Then add more sports you know.

- Ss work individually to complete the activity.
- Check answers as a class.

Answer key play: volleyball, table tennis, hockey, badminton; go: skiing, snowboarding, ice skating, cycling, scooting; do: yoga, gymnastics, athletics

- 4 Write five sentences about your favourite sports.

- Have ss read their sentences to their partners.

Finishing the lesson

- Use the Summative questions technique to ask ss what they have enjoyed about today's lesson.

Objectives

- **Lesson aims:** to understand a dialogue about sports and hobbies
- **Target language:** *I don't believe it! Really? You're so funny!*

Materials

- sheets of A4 paper, enough for each student
- three sheets of paper, enough for each student

Global Scale of English (GSE)

- **Reading:** Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 33). Can identify specific information in a simple story if guided by questions (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. every Monday, twice a month) (GSE 37). Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Happy/sad face technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

Starting the lesson

- Place ss in small groups and have them play a game of charades, miming the new vocabulary for their group members to guess.
- Ensure all group members have a go at miming an action.

Presentation

- Explain that in this lesson ss will read a dialogue about different sports and hobbies and learn new expressions.
- Write *I don't believe it! Really? You're so funny!* on the board.
- Ask ss if they have used these expressions and, if so, when.

Practice

Pupil's Book

- 1 **1.3 Listen, read and write. Who does most sports?**
 - Ask ss how many sports they do in their free time.
 - Play the audio for ss to read along to. Elicit answer.
 - **Extension** Ask ss if they do any of the activities mentioned in the text. Encourage ss to say why they like them and how often they do them.
- 2 **Work in pairs. Read the dialogue again and answer the questions.**
 - Using the Happy/sad face technique, say different statements about the story, e.g. *Arlo does tennis. (sad)* *Arlo goes to school by scooter. (happy)*

- Ss complete the activity in pairs. Check answers as a class.
- **Extension** Ss write three false statements about the dialogue on strips of paper. They hand them to their partners who have to correct them.

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.**

- Ask ss to raise their hands when they have found all the expressions. Choose random ss to read the exchange using the expressions, e.g. *Oh! I do yoga, too. I don't believe it!*
- Use the Lollipop stick technique to have pairs come to the front and act out their sentences.

Diversity

Support

- To help with fluency, repeat the audio for first part of the dialogue only, with pauses for ss to repeat. Then in pairs, have ss choose a part and read the dialogue. Invite ss to the front of the class to read and act out the dialogue.

Challenge

- Give each student a sheet of A4 paper. Ss write a mini dialogue with themselves as the main characters. Ss read their work to the class. Place work in portfolio.

4 **Which sports do you do? How often do you do them? Make a list and compare with your partner. Are your lists the same or different?**

- Ask ss to say as many sports and hobbies as they can from Lesson 1.
- Ss complete the activity and compare lists with their partners.
- Have volunteer ss tell the class how their lists differ from their partners.

Extra activity Collaborative work

- Divide the class into small groups. Have each group rewrite the dialogue using different sports and hobbies. Groups choose two ss to act out their dialogue.

Activity Book

1 **1.4 Read and complete the sentences from the dialogue on Pupil's Book page 10. Then listen and check.**

Answer key 2 Do you, 3 scooting, 4 How often, 5 sometimes, 6 don't go

2 **Read the dialogue on Pupil's Book page 10 again and answer the questions. Write complete sentences.**

Answer key 2 Because he wants to keep healthy.; 3 Lara goes cycling at the weekends.; 4 She does gymnastics once a week.

3 **Order the words to make questions. Then write true answers for you.**

- Have ss read their sentences to their partners.
- Answer key** 2 What sports do you do?; 3 How often do you go cycling?; 4 Do you often go scooting? (Students' own answers)

Arlo: What are you doing, Lara?
Lara: I'm reading the WOW! Quiz. Do you really do all those sports?
Arlo: Yes, I do. It's important to be healthy. You know I play basketball and volleyball every week.
Lara: Yes, but what about scooting, snowboarding ...?
Arlo: Well, I go scooting every day.
Lara: Really?
Arlo: Yes, because I go to school by scooter.
Lara: OK, but how often do you go snowboarding?
Arlo: I sometimes go snowboarding indoors at the winter sports centre and I'm learning to ski, but I don't go very often. What about you?



Lara: Well, I go cycling at the weekends, but I prefer indoor sports like gymnastics and yoga.
Arlo: How often do you do them?
Lara: I do gymnastics once a week and yoga every Monday ... That's today! I have to go.
Arlo: Oh! I do yoga, too.
Lara: I don't believe it!
Arlo: Yes, it helps me relax. Look! I'm doing it now! I'm sitting straight and breathing! Ommmm!
Lara: Oh Arlo! You're so funny!

1 Listen, read and write. Who does most sports? Arlo

2 Work in pairs. Read the dialogue again and answer the questions.

- 1 How does Arlo get to school? **by scooter** 3 How often does Arlo go snowboarding? **sometimes**
 2 Which sports does Lara do? **cycling, gymnastics, yoga** 4 Can Arlo ski well? **No. He's learning to ski.**

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.

I don't believe it! Really? You're so funny!

- 1 I'm learning to ski. 2 I do four sports every day. 3 I'm doing yoga now. Ommmm!
 (...) (...) (...)

4 Which sports do you do? How often do you do them? Make a list and compare with your partner. Are your lists the same or different?

10 ten

4 1.5 Read and complete the dialogues with the correct expressions. Then listen and check.

- Ss check answers with their partners.

Answer key 2 Really?; 3 I don't believe it!; 4 You're so funny!

5 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

- Ss read their work in pairs to the class.

Finishing the lesson

- Use the Summative questions technique to have ss discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

Grammar

Objectives

- **Lesson aims:** to learn the Present simple and Present continuous
- **Target language:** Present simple and Present continuous: *I play volleyball after school. I'm doing yoga now.*





Materials

- Resources 10 and 46


Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30). Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. every Monday, twice a month) (GSE 37).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

Starting the lesson


-  Use the Lollipop stick technique to have ss say a sport or hobby for you to point at.
- As you point, intentionally make a mistake for ss to correct.

Presentation

-  Explain that in this lesson ss will learn the difference between the Present simple and Present continuous.
- Write *I play volleyball after school. I'm learning to ski now.* on the board.
- Ask ss if they can say how the sentences are different.

Practice

Pupil's Book

- 1 **Work in pairs. Look back at the dialogue in Lesson 2 and say True or False. Then say why.**
 - **Extension** Ask ss how item 2 is different from the other items (*the sentence describes something happening now*).
- 2  **Look at the grammar table. Then read and circle the correct options to complete the rules.**
 - Ask ss if they remember the difference between the Present simple and Present continuous.
 - **Extension** Have ss write their own sentences using the two tenses and ask them to read them to the class.

Diversity


Support

- Write on the board ten sentences using the two tenses, mixing up when each tense is used. Have ss write in their notebooks what tense each sentence is in.


Challenge

- Write six sentences on the board incorrectly for ss to correct, e.g. *Is she run now? They doing yoga every day.*

3 Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.

-  In pairs, one student finds examples of the Present simple and the other the Present continuous.

4 Write three questions about Arlo and Lara's sports. Then work in pairs and ask and answer.

- Ss say as many questions as they can and write them on the board. Ss can use them to help with the activity.
-  Ss come to the front of the class and act out their sentences.

Extra activity Communication

- Ask ss to write six sentences about themselves using the two tenses. They read their sentences to the class.

5 1.6 Listen and write the names with the correct sports.

- Play the audio with pauses for ss to answer the questions.
- See page 270 for audioscript.

6 1.7 Listen again and answer the questions.

- Ask ss to answer the questions before listening to the audio again.

7 Make true and false sentences. Use the Present simple and Present continuous tenses. Can your partner guess which sentences are false?

- **Extension** One student reads the sentences and the class say the tense.

Activity Book

1 1.8 Listen and complete the sentences. Use the Present simple or Present continuous.

- See page 270 for audioscript.

Answer key 2 is playing table tennis; 3 doesn't do gymnastics; 4 goes cycling; 5 plays volleyball

2 **Underline** the mistakes and write the correct sentences.

Answer key 2 We play; 3 Do you go; 4 Is Suzy wearing; 5 He doesn't do; 6 They aren't cycling

3 **Read and complete** the sentences. Use the Present simple or Present continuous.

Answer key 2 don't go; 3 Is, doing; 4 play; 5 Do, go; 6 are not/aren't wearing

4 **Make Present simple or Present continuous questions. Then write true answers for you.**

Answer key 2 What are you wearing today?; 3 Are you watching TV now?; 4 Does your teacher speak English?; 5 Is it raining at the moment?

- 1 Work in pairs. Look back at the dialogue in Lesson 2 and say **True** or **False**. Then say why.

- Arlo goes scooting every day. **True**
- He's wearing a helmet. **True**
- Lara plays volleyball, too. **False**
- Arlo goes snowboarding outdoors. **False**

- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Remember!

Present simple and Present continuous

Present simple

I	play	volleyball	after school.
She	doesn't	do	yoga once a week.
Do	they	do	gymnastics every Monday?
Does	he	play	hockey every week?

Present continuous

I	'm	sitting	straight now.
We	aren't	doing	yoga today.
Is	she	playing	tennis at the moment?

We use the **Present simple** / **Present continuous** tense for habits and routines.

We use the **Present simple** / **Present continuous** tense for things that are happening at the moment.

- Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.
- Write three questions about Arlo and Lara's sports. Then work in pairs and ask and answer.

Does Arlo **do** yoga every day?

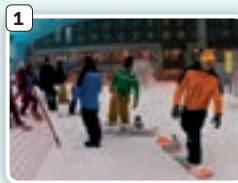
No, he **doesn't**.

Is he **doing** yoga now?

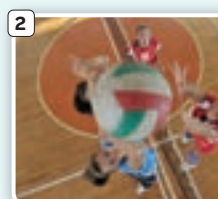
Yes, he **is**.

- 5 Listen and write the names with the correct sports.

Lily Robert Michael Mel Clara



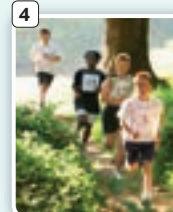
Mel



Lily



Clara



Robert



Michael

- 6 Listen again and answer the questions.

- Where does it snow every day?
at the winter sports centre
- When is athletics club?
every Saturday
- Which children are learning new sports?
Lily and Clara
- What did Clara think of yoga?
She wasn't good at it. / She didn't like it.
- How often does Michael do gymnastics?
twice a week

- 7 Make true and false sentences. Use the Present simple and Present continuous tenses. Can your partner guess which sentences are false?

wear play do go learn

I play tennis every Saturday.

eleven 11

- 5 Work with your partner. Ask them your questions from Activity 4 and write their answers.

- Refer ss to the Grammar reference on page 118 and do Activities 1 and 2.

Grammar reference

- 1 Read and complete.

Answer key 2 very often, 3 does, 4 wearing, 5 now, 6 doing

- 2 Make sentences with the correct form of the Present simple or Present continuous.

Answer key 2 Diana often watches cartoons after school., 3 We don't go cycling twice a week., 4 Tom is wearing his new boots today.

Finishing the lesson

- Use the Summative questions technique to ask ss how confident they feel using the grammar.

Objectives

- **Lesson aims:** to learn about cartoon stories
- **Target language:** collocations with *do*
Why don't you practise playing the piano? Hmmm, no. I prefer dancing.

Materials

- sheets of A4 paper, enough for each student
- strips of paper, enough for each student
- a bag or a box
- cartoon strips from newspapers, magazines, etc.

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Bring six ss to the front of the class and hand them a slip with unit vocabulary written on.
- Ss mime the sport or hobby they have for the class to guess.

Presentation

- Explain that in this lesson ss will learn about cartoons.
- Show ss the different cartoon stories. Ask how often they read cartoons and if they like them.
- **Extension** Ask ss how they think the writer of the cartoon manages to create a story with a few words and pictures (*characters in the pictures have expressions, etc.*).

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is a picture story. Look and circle the words that describe a picture story. Then answer.

- Do the activity as a class by reading the question and having ss answer. Write answers on the board.
- **Extension** Ask ss why people enjoy reading cartoons.

Diversity

Support

- Have ss read the text quietly and underline words they don't understand. Have ss ask what the words are. Then ss read a text of their choice to their partners.

- 2 **1.9 Listen and read. Then answer the questions.**

- Place ss in pairs and play the audio.
- Use the Lollipop stick technique to elicit answers.

Diversity

Challenge

- Ss write three questions about the text to ask their partners.

- 3 **After you read** Activity Book, page 7.

- Refer ss to the Activity Book.

- 4 **Discuss in groups.**

- Have ss make notes of their answers. Have groups choose a member to read out their answers.

- 5 **Work in groups. Act out the picture story.**

- Place ss in small groups. Have ss write the parts on strips of paper and place them in a bag. They then pick a strip from the bag and take that character's role.

Extra activity Critical thinking

- Ask ss to imagine that they have no wi-fi for a whole weekend. Have them think about how they would feel. Ask ss if having wi-fi is important to them and why. Challenge ss to go for a whole day without wi-fi and write about it.

Activity Book

- 1 **After you read** Read the story on Pupil's Book page 12 again. Who says these lines? Write.

- Ask ss to complete the activity quietly.
- Check answers with their partners.

Answer key 2 Roly, 3 Flora, 4 everyone, 5 Mo, 6 Pip

- 2 **Read and number the events in the story from 1 to 6.**

- Ask ss to say the story in their own words.
- Ss check answers with their partners.

Answer key 2 b, 3 f, 4 a, 5 c, 6 e

- 3 **Read the sentences and circle T (true) or F (false). Explain your answers.**

- Do the activity as a class. Encourage shy ss to give explanations.

Answer key 2 T, She says that she will just play some computer games or watch cartoons.; 3 F, Pip says that she sings in a choir every Friday.; 4 T, He says that he prefers dancing.; 5 F, He says that he prefers dancing.; 6 F, The concert starts at 7 o'clock in the evening.

- 4 **Read the Work with words box. Write the questions. Then write true answers for you.**

- Write the answers on the board for ss to check against.
- Ss read their answers to their partners.

Answer key 2 Does your mum do Sudoku puzzles?; 3 Do you do athletics after school?; 4 Do your friends do gymnastics?

A rainy day

1

Flora: I'm bored. It's raining, so I can't do athletics or go scooting with my friends.
Mum: Why don't you do your homework ... or do a puzzle, like we did when we were young?
Flora: It's OK. I'll just play some computer games or watch cartoons.
Mum: I think you spend too much time looking at that tablet.
Flora: I don't believe it! Now there's no Wi-Fi! What am I going to do?
Mum: Why don't you practise playing the piano?
Flora: OK, but I hate playing the piano.



2

Pip: I'm bored. We have no Wi-Fi. I heard music from next door.
Flora: Come in.
Pip: I can't play a musical instrument, but I sing in a choir every Friday.
Flora: Great! Do you want to sing while I play the piano?



3

Roly: Hey! That sounds good. dancing.
Mo: What are you all doing? I'm bored. There's ...
ALL: ... NO WI-FI!
Flora: We know! Come in. Do you like singing?
Roly: Hmm, no. I prefer

Pip: Hey! Let's put on a show!
Mo: Wait! I don't like singing or dancing, but I love making things.
Pip: Well, you can make the invitations.



4

ALL: It's time to play the music, It's time to sing our songs, We don't need any Wi-Fi To put on a good show!
Mum: That was fantastic!



1 **Before you read** Today's Book Club text is a picture story. Look and circle the words that describe a picture story. Then answer.

- 1** Pictures / Photos tell the story.
- Usually, there is only a narrator / there are many characters in a picture story.

2 **1.9** Listen and read. Then answer the questions.

- Why is there no Wi-Fi? *because it's stormy*
- What is Pip's good idea? *to put on a show*

12 twelve

3 **After you read** Activity Book, page 7.

4 **Discuss in groups.**

- Do you think the children were happier before or after the bad weather?
- What do you do when the weather is bad and there is no Wi-Fi?

5 **Work in groups. Act out the picture story.**

5 **Write sentences about you and your friends and family. Use expressions with do.**

- Have ss read out their sentences to the class.

Finishing the lesson

- Place ss in small groups and give them a sheet of A4 paper each. Have ss make a cartoon story and illustrate it as best they can.
- Groups present their work to the class. Make a classroom display.
- Using the Summative questions technique, have ss reflect on the lesson and say what they found difficult and easy to do.

Objectives

- **Lesson aims:** to learn how to use state verbs
- **Target language:** *He/She likes, prefers, doesn't like ... I hate, love, don't like ... It sounds/looks ... Do you know this song?*

Materials

- sheets of A4 paper, enough for each student
- Resources 1B and 11

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures (GSE 33).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about their hobbies and interests, using simple language (GSE 34).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Three facts and a fib technique

Starting the lesson

- Ask ss to say different types of hobbies and write them on the board.
- Have a short class discussion on why having hobbies is good.

Presentation

- Explain that in this lesson ss will learn more hobbies and how to use state verbs.
- Have ss look at the pictures in Activity 1 and name any hobbies they know.

Practice

Pupil's Book

1 1.10 Look and match. Then listen, check and repeat.

- Upon completing the activity, have ss quiz each other on new vocabulary by pointing at a picture for their partners to say what it is.

2 Read the story in Lesson 4 again. How many hobbies can you find?

- Ask ss to tell you what they remember from the story in Lesson 4.
- Check answers as a class.

- **Extension** Place ss in pairs. Have them choose a text from Lesson 4 and rewrite it with a new hobby from this lesson. Ss read their work to the class.

3 Read the story again. Then answer the questions.

- Give ss a short time to complete the activity.
- **Extension** Ask volunteer ss to take on different roles from the story and have them read it aloud.

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

- Explain to ss that state verbs describe feelings.
- **Extension** Write state verbs on the board and have ss make sentences with them.

Diversity

Support

- Write on the board six sentences using state verbs in the Present continuous for ss to correct in their notebooks. Use the Lollipop stick technique to have ss give the correct answers.

Challenge

- Ss write a short dialogue using only state verbs in the interrogative, positive and negative.

5 1.11 Listen to three children. Which hobbies do they talk about?

- Do a quick revision of new hobby words.
- Check answers as a class. Ask if they do any of the hobbies mentioned.
- See page 270 for audioscript.

6 Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?

- Do the activity as a class first, by making statements and having volunteer ss give you a suggestion.
- Place ss in pairs to complete the activity.

Extra activity Creativity

- Place ss in small groups and give each group two sheets of A4 paper. Explain that ss have to make a collage about their favourite hobbies. Ss illustrate their work and join the two sheets of paper to make a poster. Groups present their work to the class. Make a classroom display.

Activity Book

1 1.12 Complete the hobbies. Then listen and number them in order.

- See page 270 for audioscript.

Answer key a 4; b make videos, 3; c write a diary, 1; d play musical instruments, 2; e collect cards, 5; f do photography, 2

2 Read and complete the sentences.

Answer key 2 concerts, 3 cartoons, 4 gardening, 5 models, 6 choir

3 Look, read and complete the sentences with affirmative or negative state verbs.

Answer key 2 hate/don't like, 3 doesn't like, 4 prefers, 5 love/like, 6 hates

1 Look and match. Then listen, check and repeat.

do photography 11 do puzzles 1
do the gardening 12 sing in a choir 5
put on shows 8 go to concerts 2
play musical instruments 3
make models 9 make videos 10 collect cards 4
watch cartoons 6 write a diary 7



2 Read the story in Lesson 4 again. How many hobbies can you find? *do athletics, go scooting, do a puzzle, play computer games, watch cartoons, play a musical instrument, sing in a choir, dance*

3 Read the story again. Then answer the questions.

- How does Flora feel about playing the piano? *She hates playing the piano.*
- Can Pip play a musical instrument? *No, she can't.*
- What does Roly think about singing and dancing? *He doesn't like singing. He prefers dancing.*
- What does Mo like doing? *He likes making things.*
- What does Pip tell Mo?
She tells him that he can make the invitations.

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

State verbs

He/She	likes prefers doesn't like	music. doing photography. making models.
I	hate love don't like	sports. playing outdoors.
It	sounds looks	good. interesting.
Do you	know	this song?

State verbs say how we think or feel.

We often / never use state verbs in simple tenses.

We often use / don't often use these verbs in continuous tenses.

We say don't say 'I'm not believing it' and 'Are you knowing this song?'

5 Listen to three children. Which hobbies do they talk about?

1 watching cartoons and reading comics, 2 doing the gardening 2 walking dog in the park, 3 doing photography 3 writing a diary

6 Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?

like enjoy prefer hate love

I like music. I don't like playing musical instruments. I prefer listening to music.

You could go to concerts.



thirteen 13

4 Write about yourself. Use hobbies from this lesson and your own ideas. Then compare with your partner.

- Refer ss to the Grammar reference on page 118 and do Activities 3 and 4.

Grammar reference

3 Read and complete with examples.

4 Write sentences about people and their free time activities. Use state verbs.

- SS read their sentences to their partners.

Extra activity Fast finishers

- Have ss write two activities, like Activities 1, 2 and 3 in the Activity Book, for other fast finishers to complete.

Finishing the lesson

- Do a dictation of new words learnt. Ss correct each other's work.
- Use the Three facts and a fib technique for ss to do an activity about what they've learnt in class for their partners to correct.

Objectives

- **Lesson aims:** to learn about international sports and hobbies
- **Target language:** *rugby, cross-country skiing, singing, choir*

Materials

- two A4 or A5 sheets, enough for each group of students
- stapler
- coloured pencils or markers
- pictures of golf clubs, balls and people playing golf
- Resource 55

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions (GSE 37).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: True/False response cards technique; Stop/Go technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: learning diary

Starting the lesson

- Explain that when you say *Go*, ss have to write as many words as they can from the previous lessons in one minute.
- Have ss say their words to their partners.

Presentation

- Explain that in this lesson ss will learn about sports and hobbies around the world.

Practice

Pupil's Book

- 1 **Before you read** What free-time activities are popular in your country?
 - Ask ss to say what activities are popular in their country in summer and winter. Write answers on the board.
 - **Extension** Ask if there is any particular sport they are fans of and who their favourite team is.

Culture notes

- Rugby is played with an oval-shaped ball and usually with no headgear to protect the players. The game is rough and players can break their bones and easily get hurt.
- Singing in Wales is very popular and there are even competitions between different choirs.
- Cross-country skiing is popular in Europe and it is a winter Olympic sport.

Key words search

Cross-country, Olympic games, rugby, Aussie rugby, Welsh choir festival

Diversity

Support

- As ss read along to the text, have them make a note of words they think are difficult to pronounce. Then have ss come to the board one by one and write the words on the board for the class to pronounce. If pronounced incorrectly, pronounce the word for ss to repeat after you.

Challenge

- Choose five words from the text and have ss write sentences with them. Ss say their sentences to their partners.

- 2 **1.13 Listen and read.**
 - After playing the audio, use the True/False response cards technique to ask ss different questions about the text.
 - 3 **After you read** Activity Book, page 9.
 - Explain that ss can refer to their Pupil's Books as they need.
 - 4 **Work in pairs. Find things that are the same and different.**
 - Have ss work in pairs and invite them to share their answers.
- Find out more! Watch the video.**
- After the video, have ss write three things they found interesting about it to share with the class.

Project

- Tell ss they are going to make a mini-book about different free-time activities from around the world.
- Ask ss what key words they think they will use to search the internet. Write them on the board.
- Place ss in small groups, making sure there is an expert in each group. Ask a volunteer to read through the steps.
- Ss present their work to the class. Use the Two stars and a wish technique to have ss comment on the books presented.

Extra activity Critical thinking

- Ask ss to say the names of international sports stars and the sport they are famous for. Have ss think about whether sports stars should make so much money.

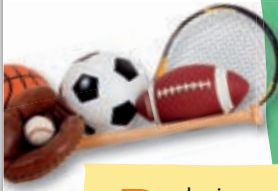
Activity Book

- 1 **After you read** Read the text on Pupil's Book page 14 again. Then complete the sentences.

Answer key 1 playing; 2 rugby, children; 3 Wales, festival; 4 sing, poetry; 5 skiing, snowy; 6 don't, downhill

Sports and hobbies around the world

People do all kinds of different things in their free time! Read about some activities that people love doing in three different countries.



Rugby is a very popular sport in New Zealand. Lots of people enjoy playing it and watching it. But it can be dangerous! Many children play a special kind of rugby called Rippa Rugby. It's great fun and it keeps you fit. Rippa Rugby players often don't wear shoes!



In Wales, singing is a very popular activity. It's fun and it makes people feel happy! Lots of adults and children sing in choirs. Every year, there are many music festivals and competitions all around the country. The *Eisteddfod* is a very big festival of music and poetry that is in a different place in Wales every year.

WOW! Fact

Cross-country skiing is different from downhill skiing – you can ski uphill, too!

Have you ever tried cross-country skiing? It is a very popular sport in Canada and other snowy countries. Cross-country skiing helps you keep fit, and it's a very good way of travelling in the snow. Lots of families enjoy skiing together.



Project

Make a class library of mini-books about popular free-time activities.

- 1 In groups, research to find out about popular free-time activities in your country.
- 2 Choose the activities that you would most like to include.
- 3 Decide who will research each activity to find out more about:
 - where people do the activities.
 - when people do the activities.
 - what people have to do in the activities.
- 4 Make your mini-books. Include photos, pictures and interesting facts.
- 5 Present your mini-books to the rest of the class.
- 6 Take a class vote to decide which activity you would most like to do.

1 **Before you read** What free-time activities are popular in your country?

2 **1.13** Listen and read.

3 **After you read** Activity Book, page 9.

4 **Work in pairs. Find things that are the same and different.**

In New Zealand, lots of children play Rippa Rugby. In our country ...

▶ Find out more! Watch the video.

14 fourteen

2 Answer the questions. Write complete sentences.

Answer key 2 The players often don't wear shoes.; 3 They practise singing in choirs.; 4 They celebrate it in a different place every year.; 5 It helps you keep fit.; 6 You need cold and snowy weather.

3 **1.14** Listen and complete the sports review.

• See page 270 for audioscript.

Answer key 2 play, 3 enjoy, 4 Scotland, 5 500/five hundred, 6 hundreds/100s, 7 British, 8 July/the summer

4 **Choose one of the sports in the box or another sport. Use the internet to find answers to the questions. Share your ideas with the class.**

- Place ss in small groups and give each group a sheet of paper to take notes from the internet. Try to cover the four sports.

Finishing the lesson

- Allocate a section in ss' notebooks as the Learning diary. Tell ss to make a few notes about each lesson so far and what they have learnt in them. Ss read their sentences to the class.

Objectives

- **Lesson aims:** to learn how to make and respond to suggestions; to pronounce *can*
- **Target language:** *You could Why don't you ...? How about ...ing ...? That's a good idea. That sounds good. Yes, I could do. But ... I don't think so.*





Materials

- sheets of A4 paper, enough for each student
- photocopy of dialogue with key vocabulary blotted out, one per pair
- Resource 64

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues related to everyday situations, if guided by questions (GSE 34).
- **Speaking:** Can make suggestions about what to do, using a few basic fixed expressions (e.g. *Let's, Why don't we ... ?*) (GSE 42).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

Starting the lesson


- Give ss a sheet of A4 paper each. Have ss write ten words they have learnt in this unit.
- Explain that you will say all the new words from this unit in a random order. Each time they hear a word on their list they cross it off. The first person to cross off all their words calls out *Bingo!*

Presentation


-  Explain that in this lesson ss will learn how to make and respond to suggestions.
- Say *It's raining outside and I'm bored. What can I do?* Ask ss how they would respond using polite language and elicit suggestions.


Practice


Pupil's Book

- 1  **1.15 Listen and read. Write the answers to the questions.**
 - Play the audio once for ss to listen to and read. Ask ss what the dialogue is about.
 - Play again with pauses for ss to answer the questions.
 - **Extension** Divide the class in half and assign each side the role of the boy or girl. Ss read the dialogue chorally.

- 2 **Read the dialogue again. Find and write four suggestions that use language from the Say it! box.**


- Refer ss to the *Say it!* box. Explain that the verb after *How about* is followed by the gerund.
-  Using the Lollipop stick technique, elicit answers.

- 3  **Say new dialogues with your partner. Use the Say it! box to help you.**

-  In pairs, ss complete the activity. Use the Lollipop stick technique to have ss act out their dialogues in front of the class.

Diversity


Support

-  Place ss in pairs and give each pair the dialogue, making sure key vocabulary structures have been blotted out. Ss complete the dialogue from memory and then check against their Pupil's Books.


Challenge


- Ss rewrite the dialogue using different hobbies and activities.

Extra activity Collaborative work


-  Place ss in small groups. Have them write dialogues where there are three incorrect exchanges. Groups assign a leader who acts out the dialogue. When the class hears an incorrect exchange they must correct it.


Pronunciation

- 4  **1.16 Listen and read. Do the coloured words sound the same or different? Then listen again and repeat.**


-  Ask ss to read the sentences aloud to their partners and see if they sound the same or not.
- Play the audio for ss to check their answers.
- **Extension** Replay the audio with pauses for ss to read after each sentence.


Activity Book

- 1  **1.17 Match sentences 1–6 to answers a–f. Write. Then listen and check**

-  Ss complete the activity in pairs before listening to the audio.
- They check answers as they listen to the audio.
- Have ss read the sentences and exchanges to each other.

Answer key 2 a, 3 c, 4 e, 5 d

- 2  **Read the dialogues. Write suggestions. Then act out the dialogues with your partner.**

-  Ss complete the activity individually and then work in pairs to act out the dialogue.
- Invite ss to act out their dialogues in front of the class.

Answer key (Suggested answers) 1 read a book, 2 playing tennis, 3 go to a concert, 4 do gymnastics, 5 sing in a choir



- I want to start a new hobby, but I don't know what to do!
- Why don't you sing in the school choir? Can you sing?
- Yes, I can. But I already play the guitar. I want to do something different – not music.
- Well ... you could play hockey.
- No, I don't think so. I don't like team sports.
- OK. How about going to the video club at school?
- That sounds good! When is it?
- It's at half past three on Wednesdays. You could go this week!
- That's a good idea. What time does it finish?
- At five o'clock.
- Great. I'll ask my parents!

1 Listen and read. Write the answers to the questions.

- 1 What hobby does the boy already do?
He plays the guitar.
- 2 What club is he going to go to, and when?
video club, on Wednesday

2 Read the dialogue again. Find and write four suggestions that use language from the *Say it!* box.

Say it!

Making suggestions:

- You could ...
- Why don't you ...?
- How about ... ing ...?

Responding to suggestions:

- | | |
|-----------------------|-------------------|
| ✓ That's a good idea. | ✗ But ... |
| That sounds good. | I don't think so. |
| Yes, I could do. | |

3 Say new dialogues with your partner. Use the *Say it!* box to help you.

I'm bored. I don't know what to do.



Why don't you ...



Pronunciation

4 Listen and read. Do the coloured words sound the same or different? Then listen again and repeat.

I can't play the piano.
But I **can** play the drums!

Can you sing?
No, I can't.

Can you dance?
Yes, I **can**! Look at me!



3 **1.18** Listen and circle **can** if it's stressed and underline **can** if it isn't stressed. Then practise with your partner.

- Check answers as a class.
- Have ss read the sentences to each other. Monitor for correct pronunciation.

Answer key 1 unstressed, 2 unstressed, 3 unstressed, 4 unstressed, 5 stressed, 6 unstressed

Finishing the lesson

- Use the Summative questions technique to ask ss to tell you what they have learnt today and how the lesson has helped them improve their English.

Literacy: Reading

Objectives

- **Lesson aims:** to read a text about cycling
- **Target language:** *freedom, altitude, oxygen, energy, hostel, route*





Materials

- sheets of A4 paper, enough for each student
- Resource 37

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand the main points of a short, informal interview on a familiar topic (GSE 43).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; True/False response cards technique
-  Peer learning: pairwork; groupwork; Expert envoy technique
-  Independent learning: Summative questions technique; portfolio

Starting the lesson

- Have ss stand up. Explain that you will say a sport or a hobby and mime it. They also have to mime it, but must be careful as you could mime incorrectly.
- As you play, mime a few sports and hobbies incorrectly.
- Ss who mime incorrectly lose a turn.

Presentation


-  Explain that in this lesson ss will read a text about cycling.
- Write *Adventures on two wheels* on the board. Ask ss what they think the text will be about.

Practice


Pupil's Book

Diversity

Support


-  Look at the *Words in context* box and explain any unknown words. Have ss look for the words in the text and copy the sentences in their notebooks. Ss read the sentences to each other.

Challenge


-  Ss make their own sentences with the words in the box. Use the Lollipop stick technique to have ss read their sentences to the class.

1 Before you read Look quickly at the interview. Which questions and answers mention these things?

- Refer ss to the *Reading tip* box. Explain that the questions can help us find the answers we are looking for.

- Ask ss to read the words in the box. Have ss make sentences with them.
- Give ss one minute to complete the activity.
-  Use the Lollipop stick technique to elicit answers.
- **Extension** Ask ss what helped them decide on an answer.



2 1.19 Listen and read.

-  Use the True/False response cards technique to ask ss different questions about the text.

3 After you read Read and answer the questions.


- Have ss work individually to answer the questions.
- Check answers as a class.
- **Extension** Have ss tell you where they got their answers from.

4 Act out activities from the interview. Guess what your partner is doing.

- Have ss look at the text quickly and note different activities from it.
- Elicit answers and write them on the board (*cycling, meeting people, cycling over the mountains, eating lots of food, reading, writing a diary, eating, planning the route, washing clothes, writing blog posts/emails*).
-  Place ss in pairs and have them complete the activity.
-  Use the Lollipop stick technique to have ss come to the front and act out their dialogues.


Activity Book

1 Read the definitions and write the words.

-  Use the Expert envoy technique to have stronger ss help weaker ss through all the activities.
- Check answers as a class.

Answer key 2 hostel, 3 energy, 4 route, 5 freedom, 6 altitude

2 Read the text on Pupil's Book page 16 again. Then read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say). Explain your answers.

- Have ss say what they remember from the text.
-  Ss check work with their partners.


Answer key 2 F, They're cycling from Argentina to Chile.; 3 T, Tonight they're sleeping in a hostel.; 4 F, He's washing some clothes.; 5 T, They cycled 8,000 kilometres.; 6 DS, They don't mention when.

3 Read the sentences. Which question from the interview do they help to answer? Write.

- Refer ss to the *Reading tip* box again. Have ss underline key words in each sentence that will help them find the answer.
- Check answers as a class.

Answer key 2 Question 2, 3 Question 7, 4 Question 6, 5 Question 3, 6 Question 1, 7 Question 4

4 Plan a long cycling trip in your country. Discuss the questions and make notes. Then share your ideas with the class.

-  Place ss in small groups and have them complete the activity.
- Groups elect a leader who will read their work to the class.

Literacy: interviews

Reading

camping - 4, eating - 3, 5, relaxing - 5, clothes - 5
being outdoors - 1, blog posts - 5, mountains - 2, sleeping - 4

- 1 **Before you read** Look quickly at the interview. Which questions and answers mention these things?

camping eating relaxing clothes being outdoors
blog posts mountains sleeping

tip Reading

Read the interview questions to help you decide where to look for the information.

- 2 **Listen and read.**



Helen Wilson is a keen cyclist. She loves going on long cycling trips. She and her husband, Rob, are cycling in Argentina now. We phoned Helen to ask her a few questions ...

- 1 **Why do you like long cycling trips?**

I love the feeling of freedom, and being outdoors. Also, we meet a lot of interesting people!

- 2 **What's the most difficult thing about this trip?**

The altitude. We're going to cycle over the Andes mountains to Chile. It isn't easy cycling above 4,000 metres because there isn't much oxygen!

- 3 **Do you eat a lot of food when you're cycling?**

Yes, we're always hungry! Cycling uses a lot of energy.

- 4 **Where do you sleep?**

Tonight we're sleeping in a hostel. We usually carry a tent so we can camp if there aren't any hostels.

- 5 **What do you do in the evenings?**

We read, write our diaries, eat, relax, plan our route ... At the moment, Rob is washing some clothes, and I'm talking to you! We also write blog posts and emails to tell people at home about our adventures.

- 6 **What other trips have you done?**

We've cycled in lots of countries: Spain, Italy, Slovenia, Iceland ... Ten years ago we cycled from Ecuador to the very south of Argentina. We cycled about 8,000 kilometres in eight months!

- 7 **Are you planning any more trips?**

No, but we have lots of ideas! I want to cycle in the Himalayas, Central Asia and North America!

Words in context

freedom altitude oxygen
energy hostel route

Activity Book, page 11

- 3 **After you read** Read and answer the questions.

- What two countries are Helen and Rob visiting?
Argentina and Chile
- Why will cycling over the Andes be difficult?
because there isn't much oxygen / it's above 4,000 metres
- What do they do when they can't find a hostel?
they camp
- How do they communicate with people at home?
they write blog posts and emails

16 sixteen

- 4 **Act out activities from the interview. Guess what your partner is doing.**

Are you relaxing?

Yes, I am!

Extra activity Critical thinking

- Place ss in pairs. Ask ss to think about why spending time outdoors is fun and healthy. Have them make a list of the advantages to present to the class.

Extra activity Fast finishers

- Give ss a sheet of A4 paper and have them write a paragraph about their favourite outdoor activity. Have ss illustrate their work. Put work in portfolio.

Finishing the lesson

- Using the Summative questions technique, ask ss if they enjoyed the lesson and what they learnt from it. Explain that you will give them each a piece of paper on which they have to draw what they learnt and write a few sentences.
- Have ss present their work to the class. Make a classroom display.

Literacy: Writing

Objectives

- **Lesson aims:** to write an interview
- **Target language:** unit vocabulary





Materials

- sheets of A4 paper, enough for each student
- a wig and dark glasses


Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Traffic lights cards technique
-  Peer learning: pairwork; groupwork; Two stars and a wish technique
-  Independent learning: Thought-provoking questions technique; portfolio

Starting the lesson

-  Divide the class into small groups and hand each one a sheet of paper. Write eight vocabulary words from the unit without their vowels, e.g. *hcky* (*hockey*) on the board.
- Explain that vowels are missing from each word, which ss have to find. The group that finishes first comes to the board and writes eight more words, without vowels, for the class to find.

Presentation

-  Explain that in this lesson ss will learn how to write an interview.
- Have ss refer to Lesson 8 and tell you what the interview questions are. Ask ss to think of any other questions.

Practice


Pupil's Book

Diversity

Challenge

- Before doing Activity 1, ss read the answers and guess the questions.

1 Read. Match the questions with the correct answers.

- Have ss read the questions and tell you what they expect the answers to be.
- Ss complete the activity individually. Check answers as a class.
- **Extension**  Have ss answer the questions about themselves. In pairs, they ask and answer.

2 Read. Then answer the questions about the interviews on pages 16 and 17.




- Read the *Writing tip* box aloud as ss read along in their books. Ask ss if this tip box has helped them at all.
- Give ss a short time to find the answers. Then discuss the answers as a class.

Diversity


Support

- Before doing Activity 3, have ss make a list of words they can use in interview questions and answers. Write the words on the board. Tell ss they can refer to these words as they do Activity 3.

3 Interview someone about a sport or hobby. Use the *How to write...* box to help you.

- Refer ss to the *Writing tip* box. Ask if there are any other contractions they would like to add to it.
-  Use the Traffic lights cards technique to ask ss if they are ready to do the activity.
-  Have ss work in pairs. First ask them to write six questions.
- Have pairs read their questions to the class.
- Then have ss swap partners and ask and answer the questions. Ensure both ss in the pairs ask and answer. Tell ss to note the answers in their notebooks.
- Finally, have ss write their interview and illustrate it on a sheet of A4 paper.
- Ss present their work to the class.
-  Use the Two stars and a wish technique to have ss comment on each other's work.

Extra activity Collaborative work

-  Place ss in small groups. Explain that they are paparazzi who have seen a famous star outside a restaurant. Have them write six questions to ask the star.
- Then choose a strong student to be the star. They wear the wig and dark glasses. The groups ask the star as many questions as they can in two minutes. The star has to answer as quickly as possible.
- Groups then write an article with the star's responses to present to the class.


Activity Book

1 Read and write the correct sentences. Use contractions.

- Refer ss to the *Writing tip* box.
- Check work as a class by writing answers on the board for ss to check against.

Answer key 2 don't, it's, They're; 3 We've, There's, It's; 4 Sam's, isn't, That's; 5 don't, They're; 6 aren't, that's, They've

2 Write some questions for an interview about a sport.

- Ask ss what kind of questions they would ask their favourite sports star.
-  Ss complete the activity in pairs. Have ss read their questions to the class.

Writing

1 Read. Match the questions with the correct answers.

- a What is your biggest model? 2
 b When did you start this hobby? 6
 c Are you making any models at the moment? 4
 d Why do you like making models? 1
 e What other models have you made? 3
 f Who helps you? 5

MAKING MODELS

Jamie loves making models with wood. I asked him some questions about his hobby.

(1) Why do you like making models?

It's fun! And it's relaxing.

(2) _____

It's a model of a ship. It's nearly one metre long!

(3) _____

I've made lots of cars and planes. Last week I made a car for my little brother. He doesn't help me make models, but he likes playing with them!

(4) _____

Yes, I'm making a boat. It's bigger than most of my models.

(5) _____

Sometimes my dad helps me. He's good at making things with wood.

(6) _____

I made my first wooden model when I was three.



2 Read. Then answer the questions about the interviews on pages 16 and 17.

How to write... a good interview

- Use lots of question words, e.g. *what, when, where, who, how, why*.
- Ask about *the biggest, the best, the most interesting ...*
- Use questions that will find out interesting information!

- 1 Which question words do the interviewers use? **What, When, Why, What, Who**
- 2 Which do you think are the most interesting questions? **What, When, Why, What, Who**
- 3 Can you think of any more questions you would ask?

3 Interview someone about a sport or hobby. Use the *How to write...* box to help you.

- 1 Write some questions.
- 2 Ask and answer. Write the answers.
- 3 Write your interview neatly. Choose the most interesting questions and answers.

tip Writing

Make sure you form contractions correctly:
it is = it's
I have = I've
does not = doesn't
she is = she's

seventeen 17

3 Now write your interview questions.

- Have ss complete the activity individually.

4 Check your work. Tick (✓) the steps you have done.

- Remind ss to use the checklist once they have completed the writing process.

Extra activity Fast finishers

- Have ss help classmates complete their activities.

Finishing the lesson

- Use the Thought-provoking questions technique to ask how the literacy lessons will help ss with their English.
- Ask ss what else they expect to learn in the Literacy lessons.

Comments

Objectives

- **Lesson aims:** to review unit language and grammar
- **Target language:** unit vocabulary





Materials

- sheets of A4 and A5 paper, enough for each student
- strips of paper
- index cards
- a bag or a box


Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write short, simple personal messages giving information of immediate relevance, given prompts or a model (GSE 38).




Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique;
-  Peer learning: pairwork; groupwork; Expert envoy technique
-  Independent learning: Summative questions technique

Starting the lesson

- Write sentences using the Present simple and Present continuous on strips of paper, e.g. *I am cycling now*. Make enough strips for small groups to have at least eight sentences.
- Cut up the sentences and put them in a bag or a box.
-  Divide the class into small groups and hand each group a bag or box with the strips of paper. Explain that they have to put the strips in the correct order to make sentences. The team that finishes first wins.

Presentation

-  Explain that in this lesson ss will share their opinions about the unit so far.
- Write on the board one thing you liked about the unit, e.g. *I liked the lesson about hobbies in other countries. It was interesting.*
- Ss also write a sentence.
-   Have ss read the sentences to their partners. Use the Lollipop stick technique to have ss read their sentences aloud.

Diversity

Support






- Give ss time to look through the unit before starting the review and query anything they haven't understood.

Challenge

- Ss make sentences with the vocabulary items or grammar from the unit to read to the class.

Practice


Pupil's Book



- 1 **Read the comments about the WOW! Magazine. Tick the comments from children interested in sports.**
 - Ask ss to read the text quietly. Elicit answers.
 - **Extension** Have ss think about which text they liked best and why.
 -  Use the Lollipop stick technique to elicit answers. Encourage ss to give explanations.
- 2  **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**
 -  Place ss in pairs and have them complete the activities. Have ss read their work to other pairs.
 - **Extension** Have ss think of other things in the unit they can comment on. Ss make notes and read them to the class.
- 3  **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**
 -  Once ss have worked in groups have them discuss which answers they changed. Encourage ss to explain why.

Extra activity Critical thinking

- Ask ss why their opinions are important and why we should respect others' opinions even when we disagree with them.

Activity Book

- 1 **Complete the phrases for sports and hobbies.**
 - Explain to ss that they are now going to review what they have learnt.
 -  Use the Expert envoy technique to have stronger ss help weaker ss through all the activities.
 - Ss raise their hands to show you their work. Check answers as a class.

Answer key 2 do athletics, 3 do the gardening, 4 go scooting, 5 go snowboarding, 6 make models, 7 play badminton, 8 watch cartoons
- 2 **Write sentences in the Present simple or Present continuous.**
 - Quickly revise how the Present simple and Present continuous are formed.
 - Ss complete the activity individually. Check answers as a class by writing them on the board for ss to check against.
- 3 **Write about your free-time activities. Compare with your partner.**
 -  Ss read completed sentences to their partners.
 -  Use the Lollipop stick technique to ask ss to read their sentences aloud.

This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!

1 4 comments

 **Mark** 3 minutes ago

Music makes me happy! I can play three musical instruments. I play in a band called the Mighty Band. We need more musicians so if you can play, come along.



2 3 comments

 **Min-jun** 22 minutes ago

I do karate. I wanted my friends to be healthy so I started teaching them at lunch time. First there were just three friends. Now there are thirteen and so we started a club. We go to classes every Saturday.



3 5 comments

 **John** 4 days ago

I enjoyed reading the interview about cycling. It's a great way to travel and see the world. I found a book about cycling in the library and I'm reading it now.

4 1 comment

 **Alice** 1 day ago



We read the story about the day without Wi-Fi and then we put on a show. It was so much fun! Lots of children in my class play musical instruments and we all sing at school, so I think our show was pretty good! I'm going to join the school choir now.




5 2 comments

 **Aaron** 1 week ago

I loved the text about skiing in Canada. It doesn't snow here often so we don't really do winter sports. After reading that article, I'd like to learn to ski, so I'm going to go to the winter sports centre. I think it's important to try something new.

- 1** Read the comments about the WOW! Magazine. Tick the comments from children interested in sports.
- 2**  Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.
 - 1 What did you like best?
 - 2 Did you learn anything new?
 - 3 Are you going to do any new sports and hobbies?
- 3**  Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question



Arlo 3 minutes ago
Why do we do sports and hobbies?

...

18 eighteen


Self-evaluation

- 4** Answer the questions about your work in Unit 1.
- Have a class discussion using the questions in this activity as a guide.
 - Ask ss if there is anything else they would like to add to the discussion.

Extra activity Fast finishers

- Give ss a sheet of A4 paper and ask them to make a review test of their own. Explain they have to include an answer key to check answers. Keep it and hand it to other fast finishers to complete.

Finishing the lesson

- Place ss in small groups and give each group a sheet of A5 paper. Explain that they have to make their own comments page and illustrate their work.
- Ss write their ideas on index cards and stick them to the poster.
- Make a classroom display.
-  Using the Summative questions technique, ask ss if they are happy with their progress so far. Then ask if this unit has helped them learn how to express themselves better in English.

Next lesson Unit 1 Test

Get ready for...

Objectives

- **Lesson aims:** to practice for the A2 Flyers Reading and Writing Parts 1 and 4, Key for Schools Speaking Part 2 and A2 Flyers Listening Part 1
- **Target language:** unit vocabulary

Materials

- sheets of A4 paper, enough for each student

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; portfolio

Starting the lesson

- Divide the class into two teams and have them line up at the front of the class.
- Explain that you will say a word from Lessons 1 and 5. The student at the front of the line has to spell the word correctly for their team to get a point.
- If a student makes a mistake the team loses a turn. If a student does not know a word they can give their turn to the next player, as weaker ss may not have the confidence to spell in front of their peers.
- The team with the most points wins.

Presentation

- Explain that in this lesson ss will practise for the A2 Key for Schools and A2 Flyers Listening exams, and the A2 Flyers Reading and Writing exam in both the Pupil's Book and Activity Book.

Practice

Pupil's Book

- 1 **For each gap, choose the correct answer. There is one example.**
 - Invite a student to read the *Exam tip* box aloud. Ask ss why it's important to read the whole text first.
 - **Extension** Have ss work in pairs and write sentences with the multiple choice words. Have ss read their sentences to other pairs.
 - Look at the first set of words and ask when we use *which*, *who* and *where*. Continue with items 2–6.

Extra activity Creativity

- Place ss in small groups of five and give them a sheet of A4 paper. Explain that they have to make a word cloud using different words from the unit.
- Groups read their words to the class.
- Make a classroom display.

- 2 **Look at the pictures and talk to your partner. Do you like these different hobbies? Say why or why not. Which of these hobbies do you like best?**
 - Read the *Exam tip* box aloud and have ss give you more adjectives they can use when talking about hobbies.
 - Refer ss to page 133.
 - Have ss look at the prompts quietly and make sentences with them in their notebooks.
 - Place ss in pairs for ss to complete the activity.
 - Invite different pairs to act out their dialogues to the class.

Activity Book

A2 Flyers Listening Part 1

- 1 **Think!** Read the task carefully. Make sure you know what you have to do.

- Tell ss this is the A2 Flyers Listening Part 1 exam.

- 2 **Try!** **1.20 Look at the picture. Which girl is Katy? Listen and tick (✓).**

- See page 270 for audioscript.

Answer key Katy is the blonde girl.

- 3 **Do!** **1.21 Listen and draw lines.**

- Have ss tell you how this activity is done. If they don't know, explain the activity.
- See page 270 for audioscript.

Answer key William – tall boy wearing blue bike helmet; Emma – woman doing yoga; Holly – girl with fair hair taking selfie; Richard – boy with digital camera

A2 Flyers Reading and Writing Part 1

Diversity

Support

- Before doing the activity, have ss look at the words and define them as best they can. Then ss make sentences with them.

Challenge

- Give ss a set of words from the unit for them to define and make sentences with.

- 1 **Think!** Read the task carefully. Make sure you know what you have to do.

- Tell ss that this is the A2 Flyers Reading and Writing Part 1 exam.

- 2 **Try!** **Read the definitions. Choose the correct words.**

- Ss complete the activity in pairs.

Answer key 2 C, 3 A

- 3 **Do!** **Look and read. Choose the correct words and write them on the lines. There is one example.**

- Explain the activity and ask ss to use the Traffic lights cards technique to express how they feel about the activity.

A2 Flyers Reading and Writing Part 4

tip Exam

Read the whole text first. Then try saying the sentence in your head to see which option sounds correct.

1 For each gap, choose the correct answer. There is one example.

Music



Are you looking for a new hobby? Are you good (0) ... music? How about learning to play a musical instrument? There are lots of different instruments (1) ... you can learn. The guitar is very popular, and it is easy to carry. Many children (2) ... guitar lessons at school. But if you like making music, you (3) ... have to play an instrument. You can sing! Singing with other people can be fun. Some people don't like (4) ... music – they prefer to listen to it. You can go to a music shop (5) ... buy CDs, or you can find lots of different kinds of music on the internet, and listen on your phone or your computer. Lots of people enjoy going to concerts (6) ... they can see people playing and singing. There are concerts in most big towns.

- | | | | |
|---|----------|-----------|-----------|
| 0 | A to | B in | C at |
| 1 | A which | B who | C where |
| 2 | A having | B have | C doing |
| 3 | A don't | B aren't | C mustn't |
| 4 | A play | B played | C playing |
| 5 | A for | B to | C where |
| 6 | A but | B because | C that |

A2 Key for Schools Speaking Part 2

tip Exam

Use adjectives in your answers: e.g. *it's interesting/boring/exciting/fun*. Think of other reasons, too: e.g. *it helps me keep fit*.

2 Look at the pictures and talk to your partner. Do you like these different hobbies? Say why or why not.

Which of these hobbies do you like best?

I like ... because ...

Do you think ... is fun/interesting/exciting/boring/difficult?

I don't like ... because ...

Why?/Why not?

Go to page 133

- Check answers as a class.
 - **Extension** Have ss make sentences with the words to read to their partners.
- Answer key** 1 table tennis, 2 gardening, 3 cycling, 4 a concert, 5 athletics, 6 a diary, 7 a helmet

Extra activity Fast finishers

- Have ss write different tips for learning vocabulary and grammar on a sheet of A4 paper. Ss read their tips to the class. Place work in portfolio.

Finishing the lesson

- Use the Thought-provoking questions technique to ask ss how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Ask ss to work in pairs to write what they learnt in each lesson of the unit, e.g. *In lesson 1, I learnt about sports and hobbies*. Explain that ss can look through the unit as they work.
- Congratulate ss on completing the unit.